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AUTHOR Quinn, Jeanette; And Others
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ABSTRACT

The document presents an interdisciplinary unit of study for elementary students which combines social studies, health, and career concepts. The learning experiences are planned so that children will form the desired concepts on their own. Three five-week "learning centers" focus on the human body; food and nutrition; and alcohol, tobacco, and drugs. An introductory section contains charts which show the continuity of each center and the interrelatedness of the subject matter in social studies, health, and careers. For example, during the five weeks spent studying the human body, students learn about the digestive system, role play the responsibilities of being a doctor, and compare the development of frogs and butterflies to simple human anatomy. Activities for this section include drawing, creative writing, filling in the blanks in short stories, looking at transparencies, making jigsaw puzzles of body parts, answering riddles, and explaining the activities in pictures of milkmen, dentists, and physical therapists. A bibliography lists all books, teacher's guides, cassette tapes, filmstrips, records, transparencies, and study prints which are needed to complete each of the three learning centers. (AV)

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A TRI-CURRICULUM APPROACH TO LEARNING

HEALTH EDUCATION • SOCIAL STUDIES • CAREER EDUCATION

Levels
(~~Grades~~ One to Four/*Grades* One to Six)

by

Jeanette Quinn
Woodville Elementary School
Richmond, Virginia

Elaine T. Carty
Spring Garden Elementary School
Philadelphia, Pennsylvania

Dale R. Hedgepeth
Samuel Daroff Elementary School
Philadelphia, Pennsylvania

Sp010271

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1975-1976

DEDICATION

A recognition of LaVerne Fountain's indefatigable assistance to our program deserves a special kind of intensity. Her impetuous exertions on our behalf exposed efficiency congealed with sincerity. LaVerne's extraordinary involvement in researching and gathering catalogs for our perusal, in arranging, facilitating, and forwarding materials to us with extended care showed a heroism of energy not without its special nobility. With encouragement, understanding, and cooperation "second to none," LaVerne met us every page of the way. In harmonizing her contributions with our interests, she continuously manifested the classical opinion that deeds and not words proved the essence of friendship.

To echo the statement of a Roman noted for his words:

Amicitiae nostrae memoriam spero sempiternam fore.

Marcus Tullius Cicero

I hope that the memory of our friendship will be everlasting . . . and with these sentiments, we dedicate this work.

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. . . we THANK YOU!!

TABLE OF CONTENTS

	Page
DEDICATION	iii
ACKNOWLEDGMENTS	iv
LIST OF CHARTS	viii
LIST OF TABLES	ix
PREFACE	1
PART I--TRI-CURRICULUM LEARNING CENTERS	4
CENTER	
A. THE HUMAN BODY	12
Section 1--What Makes It Run?	13
Section 2--Oh the Beauty of It All	24
Section 3--To Be or Not to Be!	44
Section 4--Try This	53
Section 5--Speak on It	72
B. FOOD AND NUTRITION	99
Section 1--What Makes It Run?	100
Section 2--Oh the Beauty of It All	110
Section 3--To Be or Not to Be!	123
Section 4--Try This	135
Section 5--Speak on It	159
C. ALCOHOL, TOBACCO, AND DRUGS	188
Section 1--What Makes It Run?	189
Section 2--Oh the Beauty of It All	196
Section 3--To Be or Not to Be!	203
Section 4--Try This	212
Section 5--Speak on It	231

PART II--CAREER DAY CULMINATING ACTIVITIES	255
Preface	256
Tri-Curriculum Learning Centers	257
Mathematics Lesson	257
Career Education Lesson	260
Career Day, 1976	266
APPENDICES	276
A. PREPARATION FOR CAREER WORKSHOPS--NOTICE TO PROSPECTIVE PARTICIPANTS	277
B. PREPARING THE SCHOOL FOR CAREER DAY	284
C. PREPARING THE CHILD AND THE FAMILY FOR CAREER DAY	287
BIBLIOGRAPHY	297
CENTER	
A. THE HUMAN BODY	297
B. FOOD AND NUTRITION	302
C. ALCOHOL, TOBACCO, AND DRUGS	308

LIST OF CHARTS

Chart	Page
1. Scope and Sequence: Mathematics Lesson . .	261
2. Scope and Sequence: English and Reading Lessons	265

LIST OF TABLES

Table

Page

1. Philadelphia Area Participants Attending
First, Second, and Third Graders'
Career Day in May, 1976 267
2. Philadelphia Area Participants Attending
Third and Fourth Graders' Career Day
in May, 1976 270
3. Richmond Area Participants Attending
Fifth and Sixth Graders' Career Day in May,
1976 272

PREFACE

In order to involve the children in meaningful learning experiences this school year--1975-1976--and glean the most from existing curricula, it was decided that a tri-curriculum conceptual approach¹ to learning would be planned. At the base of this educational program, it was recognized that Social Studies, Health, and Career concepts could be fused and condensed into one program of study. Teachers' objectives would then be to:

1. Correlate and condense the amount of work to be taught.
2. Put rote learning back into the classroom.
3. Make the classroom as fundamental to the child's learning and growing experiences as home and family.
4. Make him career oriented.
5. Make learning the responsibility of the child.

Designed especially to meet these objectives were three sets of learning centers. These centers covered a period of fifteen weeks.

¹Conceptual approach: the teacher plans the learning experiences so that children form the desired concept (outcomes) for themselves.

Also, to climax this year's work, it would, of necessity, have to be three pronged:

1. Career Education would culminate by involving the children in Career Workshops. Here, they would actually participate in professionally guided workshops in May. Teacher-made observation sheets would be provided for each professional participating to summarize the group's activities.

2. The Health Education aspect of this program was to be brought to a close with a formal luncheon, with dates, proper attire, appearance, and table manners being closely observed. It should be noted that here we were still following the scope and sequence of our program.

Children in Ms. Elaine Carty's class, being first and second graders, were still involved with the home and, for safety, could only invite a parent or older peer who attended the same school.

Ms. Dale Hedgepeth's class, third and fourth graders, could invite the members of the teaming class.

The fifth and sixth graders in Ms. Jeanette Quinn's class were able to extend invitations to parents, friends, or schoolmates.

3. A slide-tape presentation entitled, "Achievement Is America" would be our tribute to the Bicentennial and act as the culminating program for the Social Studies portion of our program. Briefly, the presentation showed

a rich cultural legacy of literature, art, music, dance, food, clothing, statesmanship, courage, patriotism, and philosophy comes from the people of African ancestry. It comprised biographies, poems, art work, and music by the children based on the contributions that Blacks have made to America from this country's inception to the present day.

PART I

TRI-CURRICULUM LEARNING CENTERS

The charts following are concept oriented, with curriculum units devised and presented. They portray the continuity of each set of centers and the interrelatedness of the subject matter utilized.

CENTER A--UNITS COVERED

Health Education

Cleanliness and Appearance

The Human Body

Food and Nutrition

Family Relationships

Safety Education

Heredity and Environment

Community Health

Fitness

Human Growth and Development

Social Studies

Leadership in Groups

Seeing Ourselves Inside and Out

The Individual

Taking Care of Yourself

Group Members Have Common Goals

The Family

Emotions

Rules Are Necessary for Living Together

Individual Choices

The Neighborhood

The City

People of the City

Neighborhoods Nearby

Career Education

Career Education Development

Career Education Concepts

Career Development Models

Learning Theory Concepts

Decision Making

The World of Work

Basic Occupational Families

Occupational Groupings

The Job Market in the 70's

CENTER A--UNITS COVERED (continued)

Health Education

Social Studies

Career Education

Working in the City

Ethnic Neighborhoods

You and Your Neighborhood

Seeing the City

CENTER B--UNITS COVERED

Health Education	Social Studies	Career Education
Food and Nutrition	The Individual	Career Education Development
Cleanliness and Appearance	Taking Care of Yourself	Career Education Concepts
The Human Body	Group Members Have Common Goals	Career Development Models
Family Relationships	Leadership in Groups	Learning Theory Concepts
Safety Education	The Family	Decision Making
Community Health	Seeing Ourselves Inside and Out	The World of Work
Consumer Health Education	Emotions	Basic Occupational Families
	Rules Are Necessary for Living Together	Occupational Groupings
	Individual Choices	The Job Market in the 70's
	The Neighborhood	
	The City	
	People of the City	
	Neighbors Nearby	
	Working in the City	

∞

CENTER B--UNITS COVERED (continued)

Health Education

Social Studies

Career Education

Ethnic Neighborhoods

You and Your Neighborhood

Seeing the City

CENTER C--UNITS COVERED

Health Education	Social Studies	Career Education
Cleanliness and Appearance	Leadership in Groups	Career Education Development
The Human Body	Seeing Ourselves Inside and Out	Career Education Concepts
Food and Nutrition	The Individual	Career Development Models
Family Relationships	Taking Care of Yourself	Learning Theory Concepts
Safety Education	Group Members Have Common Goals	Decision Making
Alcohol and Tobacco Education	The Family	The World of Work
Mental Health	Emotions	Basic Occupational Families
Environment	Rules Are Necessary for Living Together	Occupational Groupings
Community Health and Ecology	Individual Choices	The Job Market in the 70's
Fitness	The Neighborhood	
Consumer Health and Education	The City	
Drug Abuse Education	People of the City	
Human Growth and Development	Neighborhoods Nearby	

CENTER C--UNITS COVERED (continued)

Health Education

Social Studies

Career Education

Working in the City

Ethnic Neighborhoods

You and Your Neighborhood

Seeing the City

Investigating Attitudes, Values,
and Judgments

Decisions

What's Your Complaint?

CENTER A
THE HUMAN BODY

Section 1



Materials

Scissors	Finished work packet
Pencils	Envelopes
Oak tag	Filmstrip projector
Paint	Cassette player
Drawing paper	Crayons

Body part models

Filmstrip: "Muscle and Skeletal System"

Filmstrip Follow-up Ditto

Study Prints--Parts of the Body: Foot
Heart
Ear
Bones and Joints

Cardboard Skeleton (four feet high)

"Parts of the Body" Chart

Packet of "Free and Easy" Body Parts

Packet of "Body Parts" matching game (where drawn body part picture cards are matched to the words on the Body Part Card)

Teacher-made Story Books from Health and Science Books:

1. How Does Your Blood Move?
2. Food for Life
3. How Does Your Body Get Rid of Wastes?
4. What Foods Should You Eat Everyday?
5. Why Cells?
6. Your Body's Needs
7. A Medical Check-up

Materials Needed for Experiments in Story Books

Packet #1: Your Body's Needs

Toothpick box
Bottle of Iodine
Glass slide
Cover slip
Microscope

Packet #2: A Medical Check-up

Funnel
Rubber tubing
Shaped tube or stethoscope

Packet #3: How Does Your Body Get Rid of Wastes?

Lime water
Straw
Glass

Packet #4: Food for Life

Iodine
Cornstarch
Two glasses
Water (small bottle)
Medicine dropper

Packet#5: What Foods Should You Eat Everyday?

A food packet with labels, from
various Food for Nutritional Values
Box of Quaker Oats
Box of Crackers
Box of Mueller's Elbows
Salt
Farm Charm Milk

Packet #6: A Medical Check-up

Safety matches
Thumbtacks

Procedure

1. View the filmstrip on the "Muscle and Skeletal System."
2. Complete the "Filmstrip Follow-up Ditto."
3. Diagram the study print of the bone.
4. Get a body part from the packet "Free and Easy"; be sure to follow all directions.
5. Read a story book.
6. Observe the models of the body parts.
7. Using one of the models as a sample, draw the model; then cut it out to form a puzzle (use oak tag).
8. Get an envelope and put the puzzle in. Label your envelope. Put your name on the envelope and the number of pieces your puzzle has.
9. Get "Body Parts," and match the pictures to the words.
10. Raise your hand so it can be checked by the teacher.
11. Do an experiment from one of the story books.

FILMSTRIP FOLLOW-UP DITTO

Center A
Section 1

Name _____
Date _____

The Muscle and Skeletal System

DIRECTIONS: Match the answer to the question. Put its letter on the line.

- | | |
|---|------------------------------------|
| _____ 1. What is inside of a bone? | a. endoskeleton |
| _____ 2. How is the frame of a house like the frame of your body? | b. they grow |
| _____ 3. What do your ribs do? | c. they both support |
| _____ 4. How many bones are in the human body? | d. marrow |
| _____ 5. What do you need for walking and running? | e. they protect organs in the body |
| _____ 6. What organ of the body cannot be controlled? | f. two hundred six |
| _____ 7. How do bones get larger? | g. muscles |
| _____ 8. What kind of skeleton does a crab have? | h. the heart |
| _____ 9. What kind of skeleton does a human have? | i. exoskeleton |

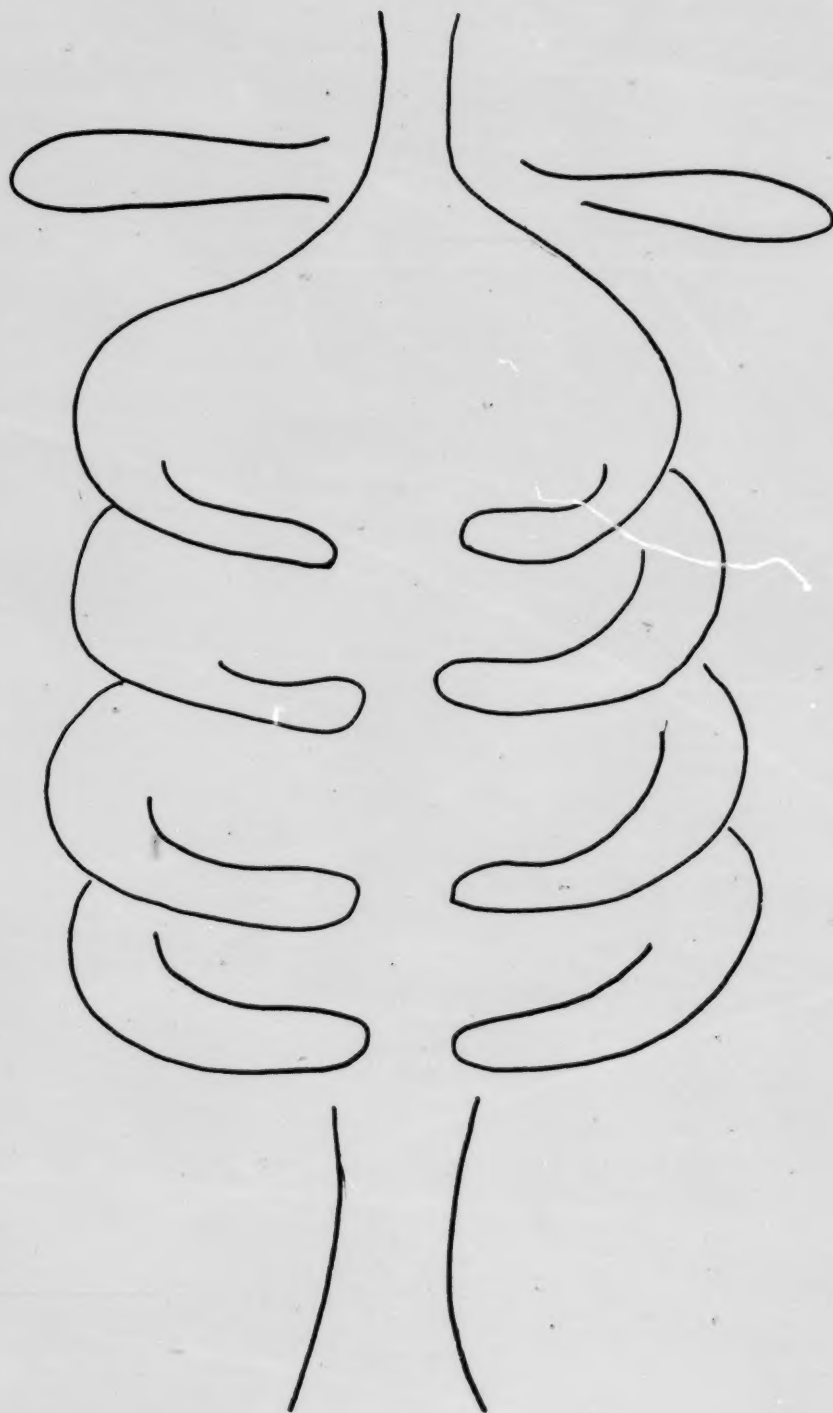
FREE AND EASY

Directions

1. Select a body part from the Free and Easy packet.
2. Read the facts on the back of each body part.
3. One fact is false.
4. Write the false statement and tell why it is false on a piece of paper.

Ribs

19



Ribs

1. Your ribs protect your inner organs.
2. Your ribs are in the lower half of
your body.
3. You can break your ribs.
4. Your ribs are bones.

BODY PARTS

Directions

1. Get a Body Part Word Card and a pack of picture cards.
2. Match the picture cards to the words on the Body Part Card.

Body Part Word Card

22

liver	kidney	lungs
heart	ear	eye
nose	stomach	skeleton
bone	ribs	throat

* Vary the words on each card

Section 2



Materials

Pencils

Crayons

Writing paper

Finished work packet

Drawing paper

Record Player

Experience Story: The Me That I Can't See

Inside-Outside Man

"Little Red Riding Hood" Record

Study Prints of Body Parts

Definition Chart

Poem: The Five Senses

Packet #1: Body Parts

Packet #2: Little Red Riding Hood Dittoes

Packet #3: Surprise Body Parts

Packet #4: Body Part Definitions Ditto

Packet #5: Rhyming Flash Cards Packet

Procedure

1. Read the experience story The Me That I Can't See with the group.
2. Everyone look at the "Inside-Outside Man." Find the body parts that the story speaks of.
3. From Packet #1, get a body part. Now, one at a time, match your body part to the "Inside-Outside Man."
4. With your group leader, go over the study prints on the body parts.
5. Pick one of the body parts to illustrate:
 - a. Label it.
 - b. Write what it does.
 - c. Tell how it helps you each day.
6. Get the record player and listen to "Little Red Riding Hood." Listen for the body parts mentioned.
7. Get a sheet of drawing paper and divide it into four sections.
 - a. At the top of each section, write these sentences:
 - "All the better to hear you with."
 - "All the better to see you with."
 - "All the better to smell those . . . uh . . . flowers."
 - "All the better to eat you up!"

- b. Now, draw which sense organ the sentence is speaking of.

8. Get Packet #2: Little Red Riding Hood Dittoes.

- a. On the first ditto, circle the picture in each group that is different.
- b. On the second ditto, read the sentence; then look at the underlined word in that sentence.
- c. From the three words under the sentence, which word means the same as the underlined word? CIRCLE IT.

9. The Group Leader will now get Packet #3: Surprise Body Parts. One at a time, each person comes up and selects a surprise body part. DON'T SHOW ANYONE.

Each person will do this:

- a. Tell something about the body part so the group can guess what it is. REMEMBER TO RAISE YOUR HAND.
- b. Find the definition on the "Definition Chart" and read the definition matching your body part.

When everyone has had a turn, the game is over.

10. From Packet #4, get the "Body Part Definitions Ditto." Do this ditto matching body parts to definitions. PUT FINISHED WORK IN "FINISHED" POCKET.

11. Read the poem, The Five Senses. Copy it. FILL IN THE BLANKS. CAN YOU MEMORIZE IT?

12. Now, each person get a packet of "Rhyming Flash Cards" from Packet #5. Match the cards that rhyme. What is the body part?
13. Make a booklet of all of your work. Your Table of Contents will depend on the arrangement of your work.

EXPERIENCE STORY

The Me That I Can't See

What does the inside of me look like? What's inside my finger, my head, my chest? I know many of the things that are in there.

I have bones. I touch my fingers and toes and feel the bones. I feel bones when I touch my ribs or head or elbows.

I have muscles. I touch the upper part of my arms and feel the muscles. When I eat, I touch my jaws and feel the muscles that help me chew.

I have blood. I've seen my blood. Once I cut myself and some blood came out.

I have lungs. I feel my chest move in and out when I breathe. That means my lungs are working.

I have a heart. When I put my hand on my chest, I feel a thumping. That's my heart beating.

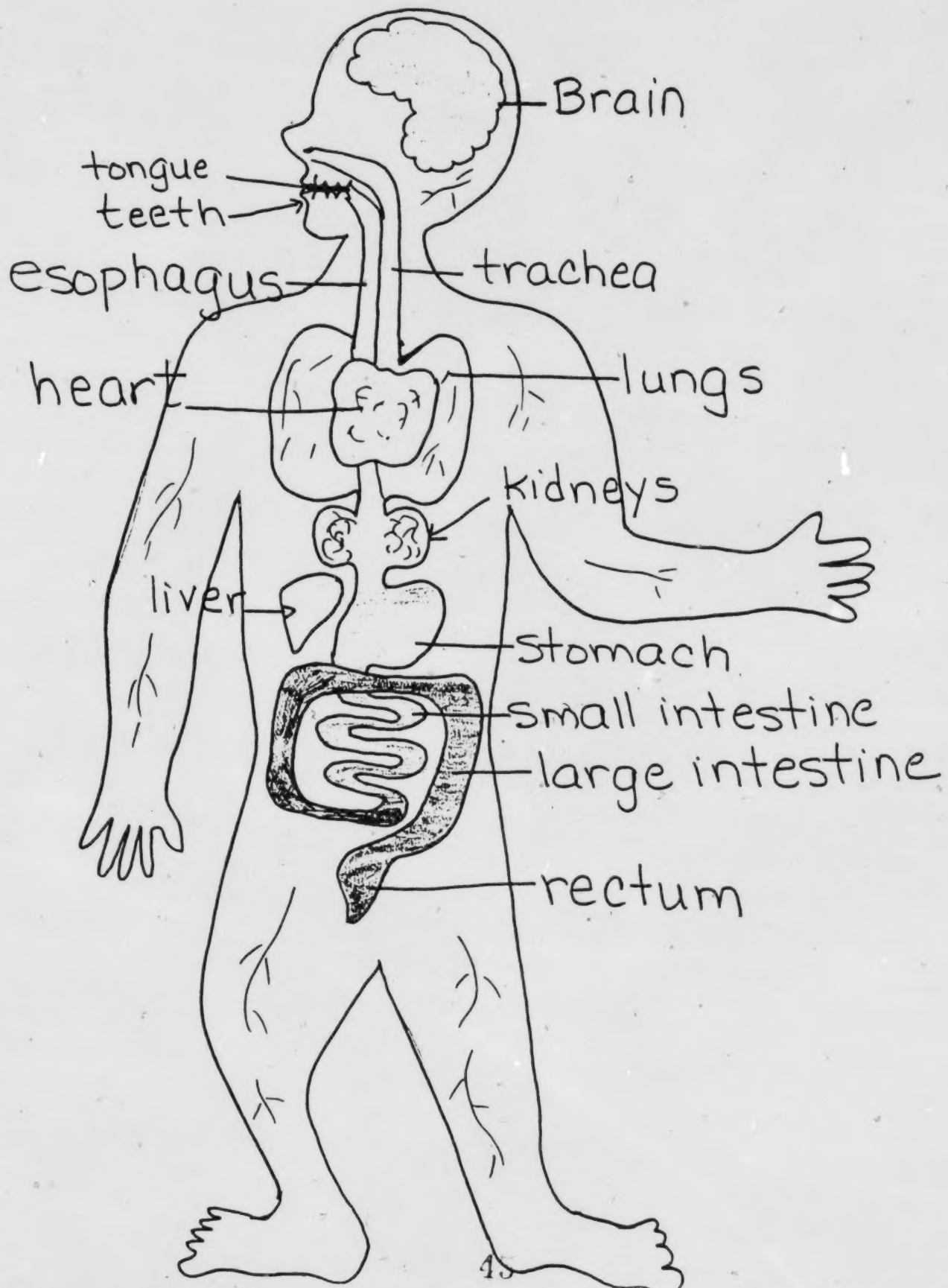
I have tonsils. I can see part of my tonsils if I open my mouth, stick out my tongue, and look in the mirror. My tonsils are at the back of my mouth, on each side.

I have a stomach. If my stomach is empty, it may have a stomach ache.

I have a brain. I use my brain to think. And my brain helps me know what I see, taste, smell, hear, and touch.

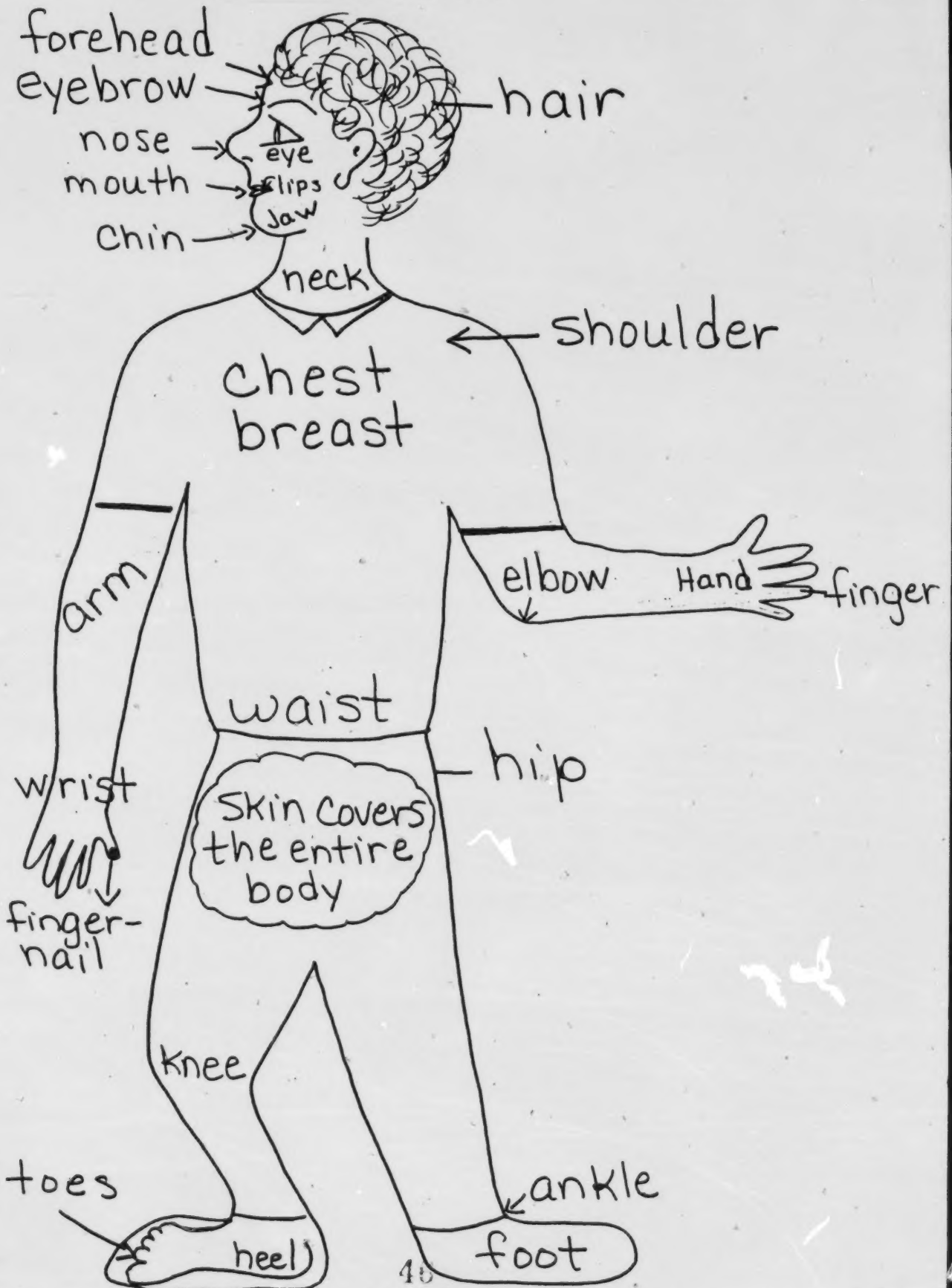
Inside man

31

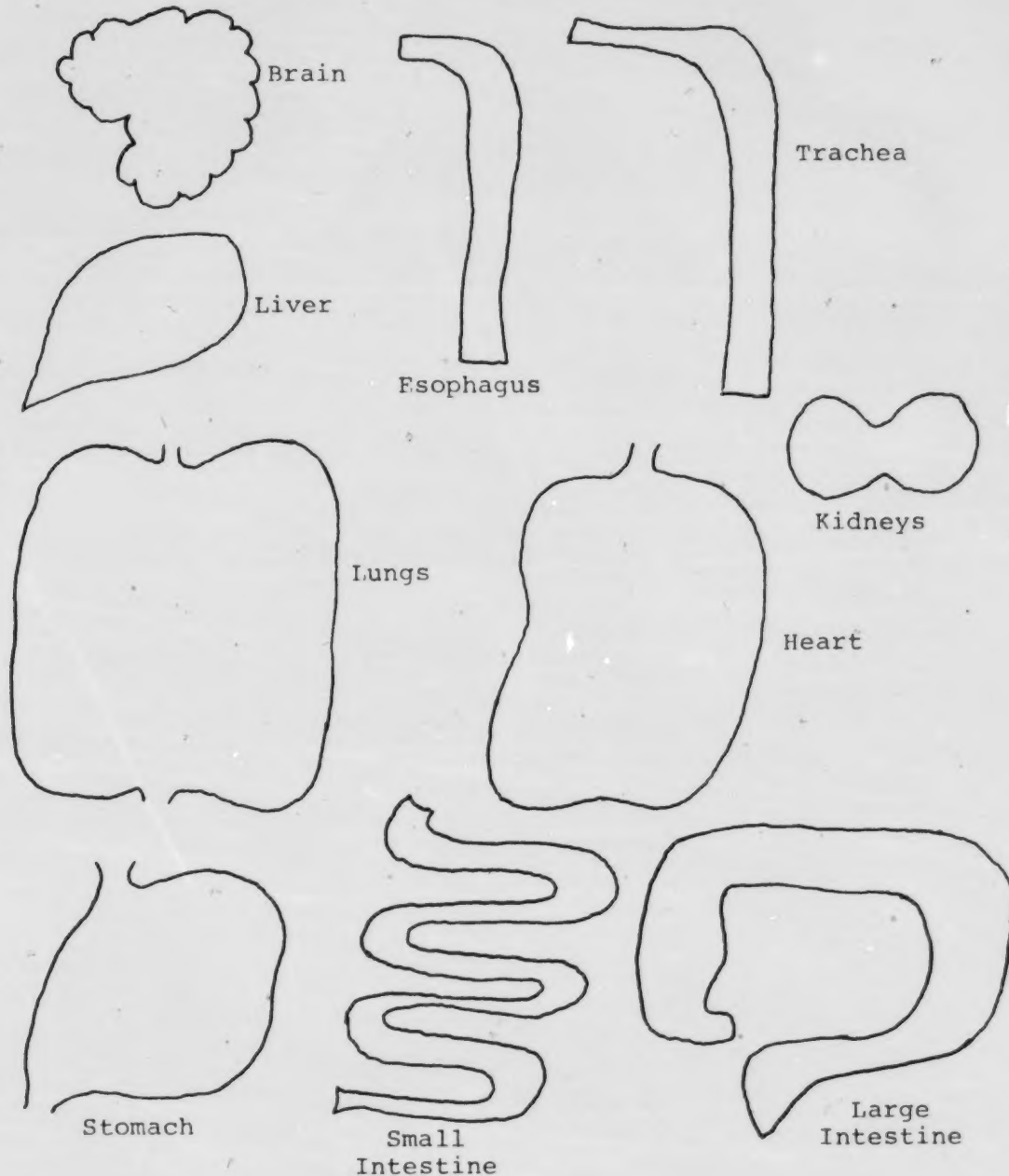


Outside Man

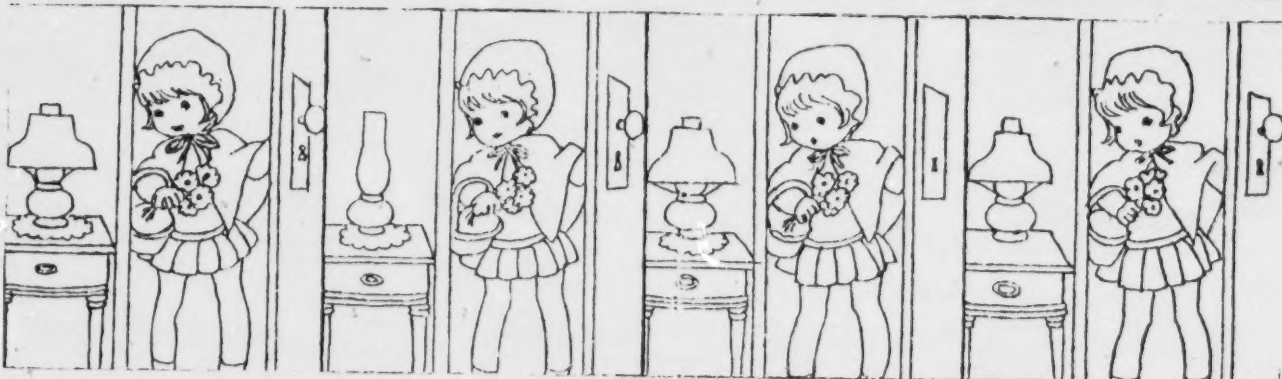
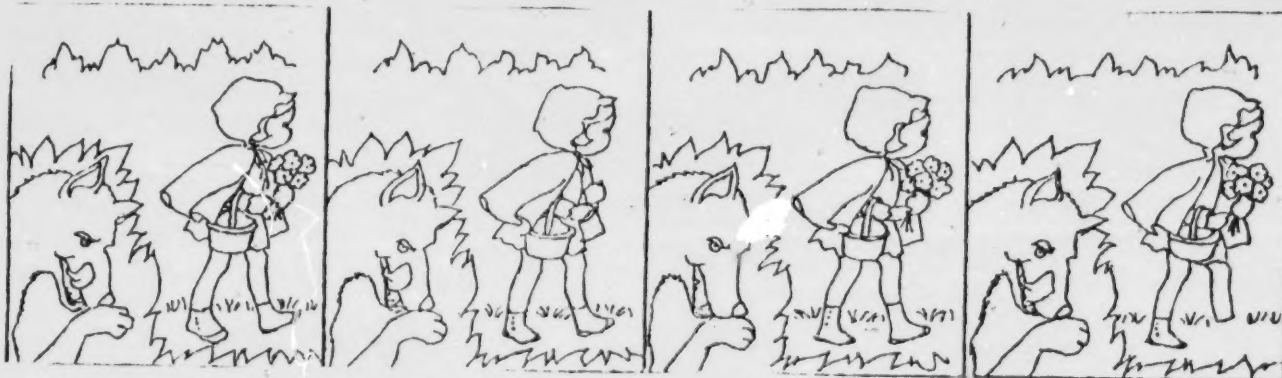
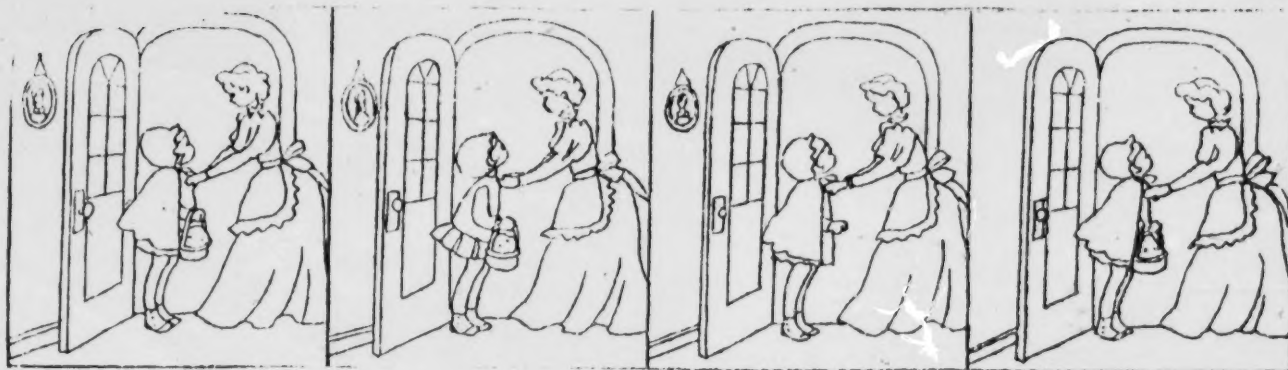
32



PACKET #1: BODY PARTS

Body Parts to Match to the Inside Man*

*Each part is the exact same size as the part on the Inside Man.

PACKET #2: LITTLE RED RIDING HOOD DITTOES

Name _____

Date _____

1. Little Red Riding Hood's mother told her she had a job for her to do.
sound task present
2. Mother told Red Riding Hood to be careful of the wolf.
wonderful beautiful watchful
3. "I'm sure that these flowers will please Grandmother," said Red Riding Hood.
delight bother carry
4. Little Red Riding Hood thought it was strange that she passed the same bush several times.
early unkind curious
5. Red Riding Hood was surprised to see a bush with ears.
unhappy startled angry
6. The wolf asked Little Red Riding Hood questions until he found out where she was going.
discovered reached danced
7. The wolf told Little Red Riding Hood that the path on the left was the best.
begged inside informed
8. Little Red Riding Hood rapped at Grandmother's door.
knocked clapped rang
9. The wolf acted like Grandmother.
use to be had to be pretended to be
10. "Grandmother, your voice sounds so strange" cried Little Red Riding Hood.
odd great kind
11. Red Riding Hood was puzzled when she looked at Grandmother's big ears.
hungry unhappy confused
12. Little Red Riding Hood called for someone to help her.
aid add guess

13. The wolf was trapped in Grandmother's bed clothes.

tangled unlucky beautiful

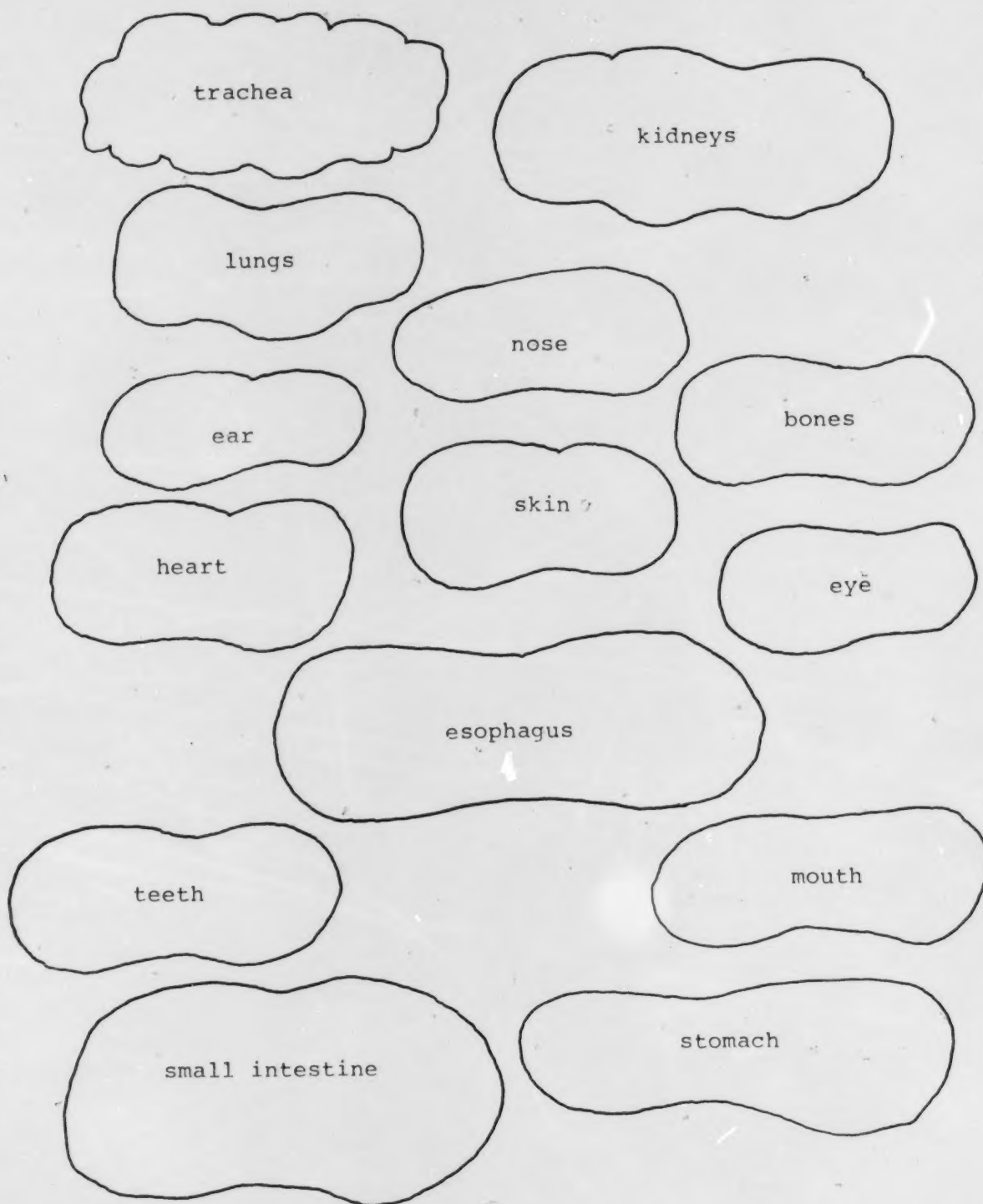
14. The Grandmother was very angry at the wolf.

tried upset under

15. The wolf now lives in the zoo.

visits arrives resides

PACKET #3: SURPRISE BODY PARTS



DEFINITION CHART

- _____ the body organ you see with
- _____ the body organ you hear with
- _____ the body organ you smell with
- _____ the body organ you taste with
- _____ the body organ you touch with
- _____ the body organ you breathe with
- _____ the body organ that pumps blood
through your body
- _____ where food first goes, after going
down the food pipe
- _____ the windpipe
- _____ the framework of our body
- _____ these two organs take the waste
from our blood
- _____ the first part of digestion where
food is broken up
- _____ the long, thin tube where food
goes when it leaves the stomach
- _____ the food pipe

PACKET #4: BODY PART DEFINITIONS DITTO

1. teeth - the body organ you see with
2. small intestine - the body organ you hear with
3. kidneys - the body organ you smell with
4. esophagus - the body organ you taste with
5. bones - the body organ you touch with
6. trachea - the body organ you breathe with
7. heart - the body organ that pumps blood through your body
8. stomach - where food first goes, after going down the food pipe
9. lungs - the windpipe
10. nose - the framework of our body
11. skin - these two organs take the waste from our blood
12. mouth - the first part of digestion where food is broken up
13. ear - the long, thin tube where food goes when it leaves the stomach
14. eye - the food pipe

POEM

The Five Senses
by Katherine Higgins

To each and every one of us a present has been given.
A very, very special one,
But it's not tied up in ribbon.

I speak of "it" as just one gift,
And yet--its parts are many.
And some have one, and some have five,
But a few might not have any.

Without the first part of this gift
It would be hard to hear.
And of course--now you know;
Your first gift is your _____.

I bet you all can easily guess
The sense we use so much;
That helps us know this world of ours,
It is the sense of _____.

The third part is one we use
When very small or six feet high.
It helps us know when a skunk's around,
Or a homemade pie.

So now the answer's easy,
I don't even have to tell.
The third gift we've been given
Is what we call our sense of _____.

The fourth gift helps us learn the difference
Between a goodie and school paste.
Of course--the fourth gift we've been given
Is our sense of _____.

The fifth gift helps us see the tree and flowers,
The stars in dark black skies.
The gift we need so very much
The special gift, our _____.

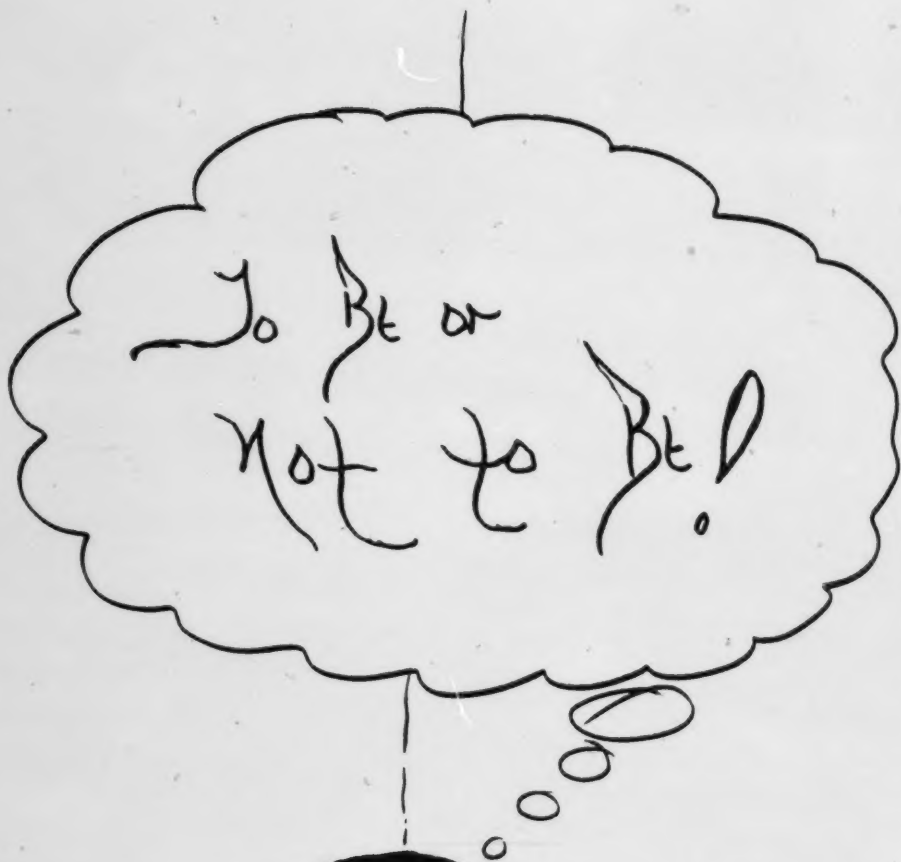
PACKET #5: RHYMING FLASH CARDS

toe	show
finger	linger
throat	bloat
eye	sigh
heart	cart
lung	sung

RHYMING FLASH CARDS (continued)

leg	peg
head	thread
nose	hose
hand	band
mouth	south
ear	near

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44

53

Be

Materials

Want ads from newspaper
Scissors
Pencils
5" x 7" index cards
Paste
Filmstrip projector

I Want to Be Books

Finished Work Packet

Job Application

"First Day on the Job" Study Prints
(1, 2, 3, and 4 on Hospital Helpers)

The First Day on the Job Ditto

Insurance Form

"I Want to Be a Doctor" Filmstrip

Filmstrip Follow-up Ditto

Procedure

1. Look for a job in the "Want Ad" section of the newspaper.
2. Cut out the job you want to apply for.
3. Paste the ad at the top of an index card.
4. Put this information on the index card:
 - a. Your name
 - b. The job you're applying for
 - c. Weekly salary
 - d. What you need to know for this job
5. Get your "Job Application" and fill it out.
6. Show your application to your Interviewer. All you need to do is raise your hand and your Interviewer will be with you.
7. When you have been hired, clock in.
8. Get a book to find out something about your job.
Read your book carefully.
9. Look at the study prints (1, 2, 3, and 4) and their vocabulary.
10. Get the story entitled The First Day on the Job.

11. Use the study print numbers and the vocabulary to fill in the blanks of the story.
12. Be sure to fill out your Insurance Form!!
13. Get the ditto sheet entitled I Want to Be a Doctor. Read the questions carefully.
14. View the filmstrip on "I Want to Be a Doctor"; then fill in the answers on the ditto sheet.
15. Be sure to put all materials back where they belong.

JOB APPLICATION

Name _____ Date _____
Mo./Day/Yr.

Address _____

City State Zip Code

Telephone Number: _____
Area Code Telephone Number

Date of Birth: _____ Sex: (PLEASE CHECK)
() Male () Female

Marital Status: (PLEASE CHECK)
() Single () Married () Divorced

Nearest Living Relative--Name and Address:

Education: (CIRCLE HIGHEST GRADE REACHED)

1 2 3 4 5 6 7 8 9 10 11 12

What are your hobbies? _____

Position you are seeking: _____

Desired salary: _____

List 3 character references--Name and Address:

1. _____

2. _____

3. _____

Briefly tell why you want this job:

First Day on the Job

Study Prints and Vocabulary

49

1

nurse



receptionist



2

examination

look in your ears
listen to your heart



take your
blood pressure

3

Emergency



4

operated



The First Day on the Job

Now that you are hired for your job, you have to go through a physical examination.

You must first go to the _____ and see the _____ at the desk in order to fill out the forms. The _____ then calls you in for your _____. The doctor will then: _____, _____, and _____. The _____ examines all of you. You have passed your physical _____ and you are now ready to begin your job.

As you are about to enter the building where you work, loud voices come from nowhere. "Watch out, move, look out, you're in the way," they shout! You can hear sirens.

You turn around and you see someone being wheeled out on a _____ into an _____. This must be an _____.

As you begin your day's work, you find out that the man was seriously injured and had to be _____ on.

This made you realize two things: (1) Be very careful, and (2) you need insurance.

Get the Insurance Form and fill it out.

INSURANCE FORM

Name _____

Address _____

Telephone Number _____

Birth Date _____

1. How much money do you want to be insured for?

PLEASE CHECK ONE

☐ \$5,000.00☐ \$25,000.00☐ \$10,000.00☐ \$30,000.00

2. Have you ever had the following? PLEASE CHECK

☐ measles☐ heart disease☐ mumps☐ epilepsy☐ rheumatic fever☐ chicken pox☐ scarlet fever☐ asthma☐ visual defects☐ hearing defect☐ other (SPECIFY) _____

SIGN BELOW:

x _____

FILMSTRIP FOLLOW-UP DITTO

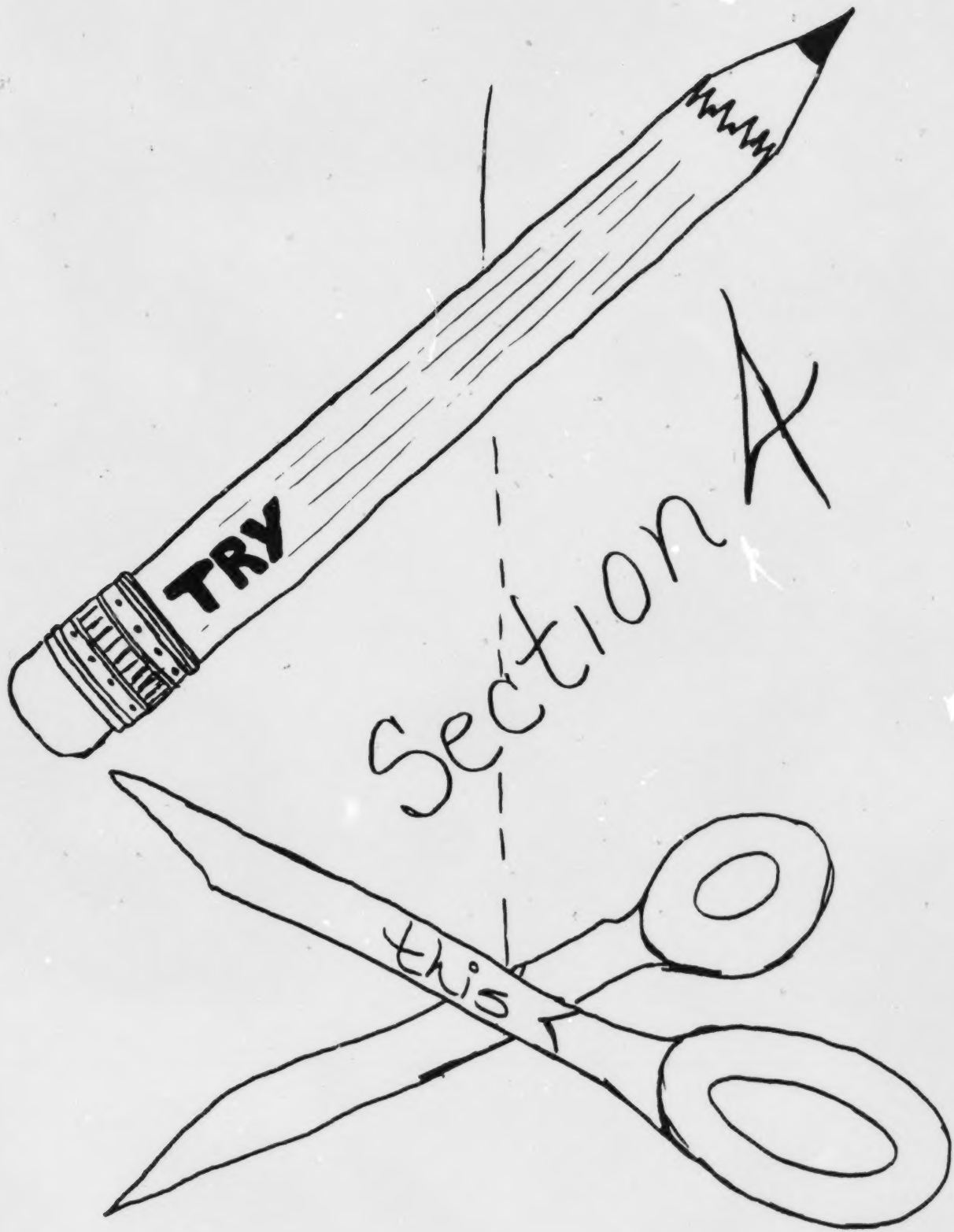
Name _____

I Want to Be a Doctor

Have you ever thought of being a doctor?

DIRECTIONS: View the filmstrip "I Want to Be a Doctor."
Review these questions first; then answer
them after the filmstrip on the other side
of this paper.

1. How long does a doctor have to go to
school?
2. What does a doctor learn about? Name
five things.
3. Name three kinds of doctors.
4. Select one of those doctors and tell
what he does.



Materials

Cassette player
Filmstrip projector
Pencils

Health Book: Health 3

Physical Fitness Exercise--Cassette
(Group Activity)

"What Is a Bank?" Filmstrip

Filmstrip Follow-up Ditto

TRY THIS Box

Individual Activities

Crayons	Graph paper
Paint brushes	Scale
Drawing paper	Tape measure
Writing paper	Stamp pad
Record player	

Records: "What Are You?"

"Know Your Body From Head to Toe"

Transparencies: "The Development of a Swan"

"The Development of a Butterfly"

"The Development of a Frog"

Cassette of Exercises

Procedure

1. Get the book entitled Health 3.
2. Turn to page 52 and read with your group to page 57.
3. Do a physical fitness exercise from the tape with your group.
4. Go to the TRY THIS box and select a task card.
Be sure to follow all directions.

DON'T FORGET YOUR MATERIALS!!

5. On the last day in this section, view the filmstrip entitled "What Is a Bank?"
Complete the Filmstrip Follow-up Ditto.

FILMSTRIP FOLLOW-UP DITTO

Name _____

What Is a Bank?

How do banks help people?

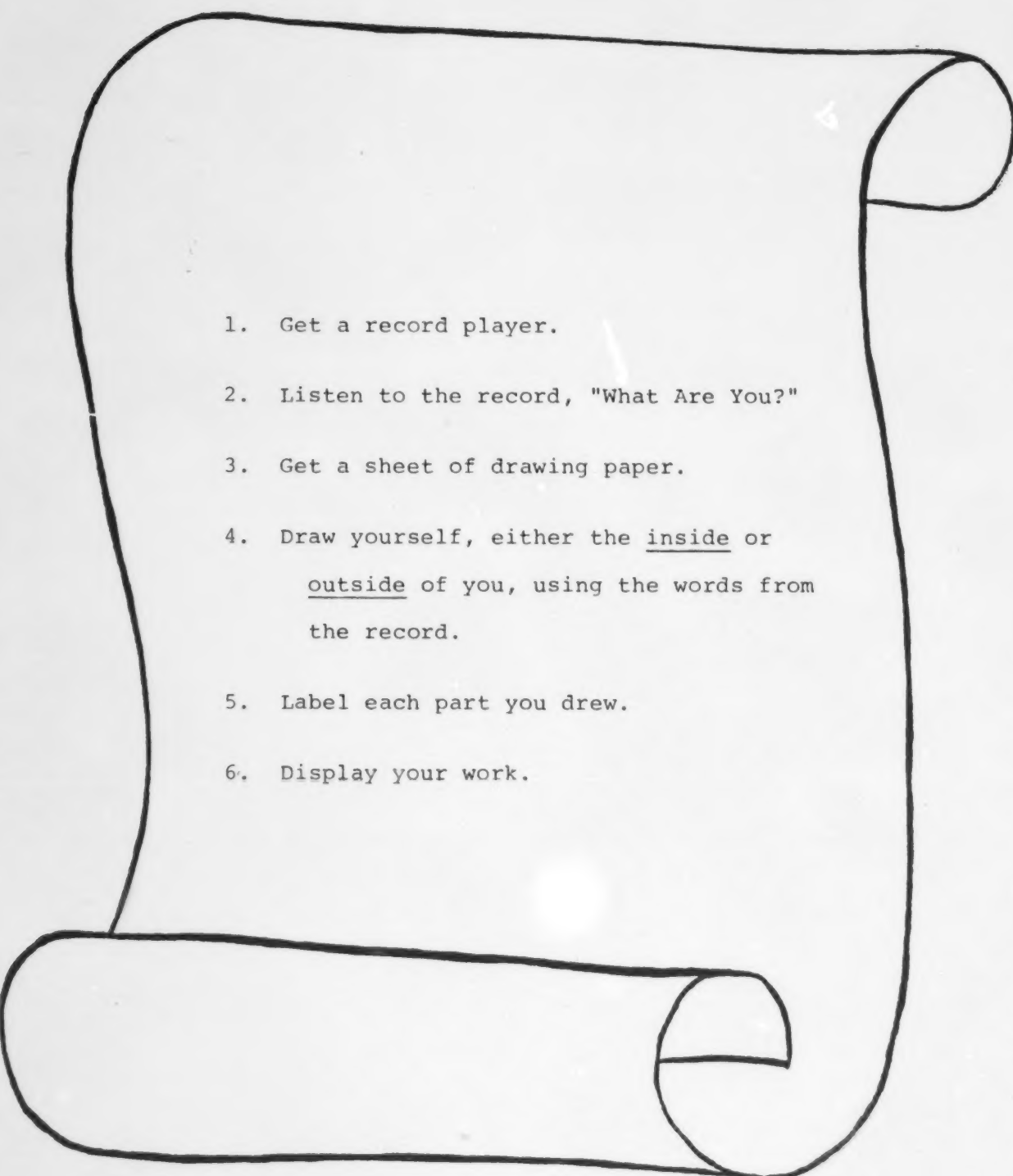
DIRECTIONS: Use the following to fill in the blanks and find out.

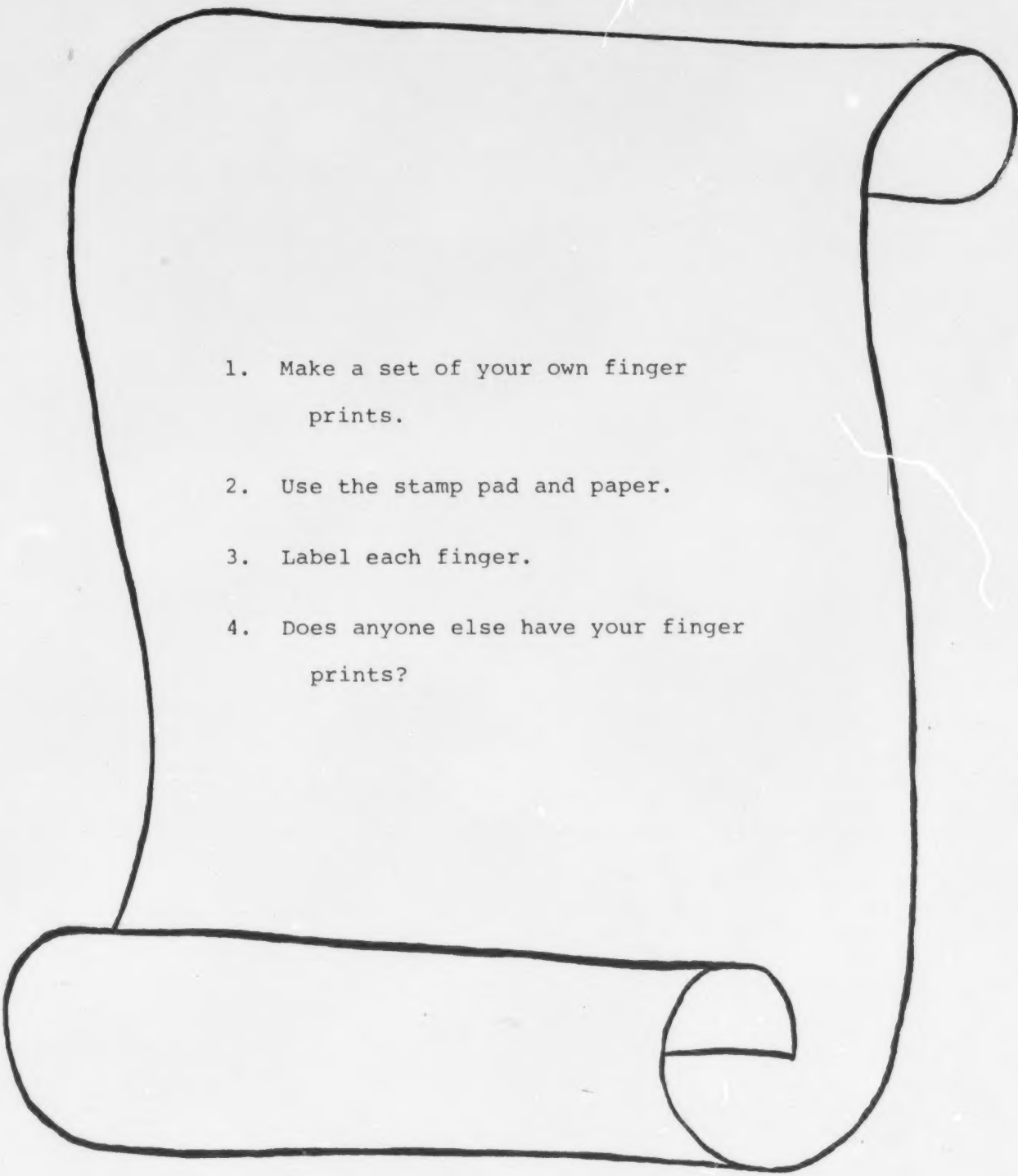
bank	interest	loan
checking	teller	saving

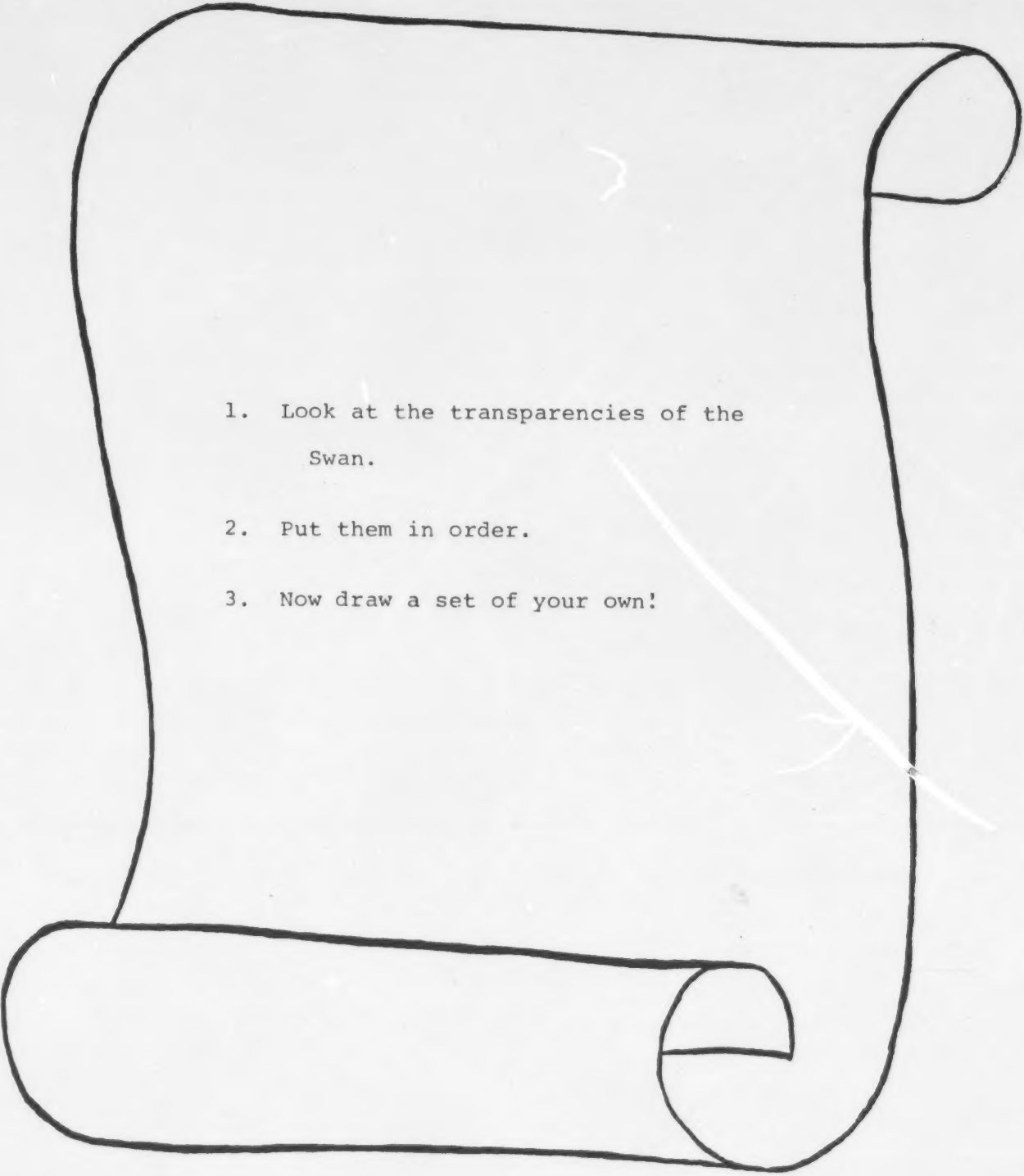
1. Where do you put your money to keep it safe? In a _____.
2. Who takes your money or cashes your check in a bank? A _____.
3. Name two kinds of accounts:
1. _____ 2. _____
4. What does a savings account earn to make it grow? _____
5. What is it called when a person borrows money? _____

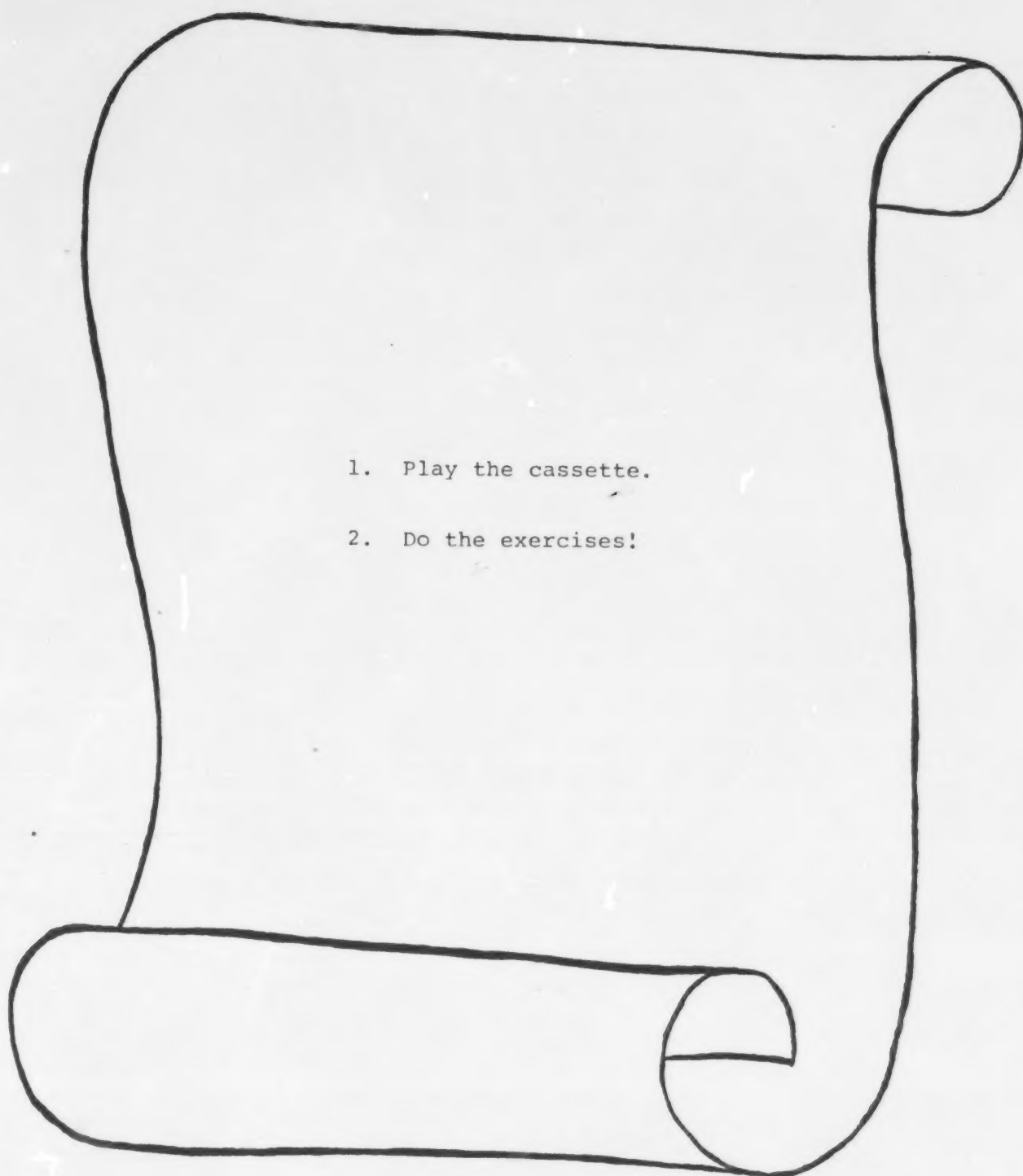
NOW GO TO THE "TRY THIS" ON BANKING.
DO THIS AS A GROUP.

"TRY THIS" BOX
ACTIVITIES

- 
1. Get a record player.
 2. Listen to the record, "What Are You?"
 3. Get a sheet of drawing paper.
 4. Draw yourself, either the inside or outside of you, using the words from the record.
 5. Label each part you drew.
 6. Display your work.

- 
1. Make a set of your own finger prints.
 2. Use the stamp pad and paper.
 3. Label each finger.
 4. Does anyone else have your finger prints?

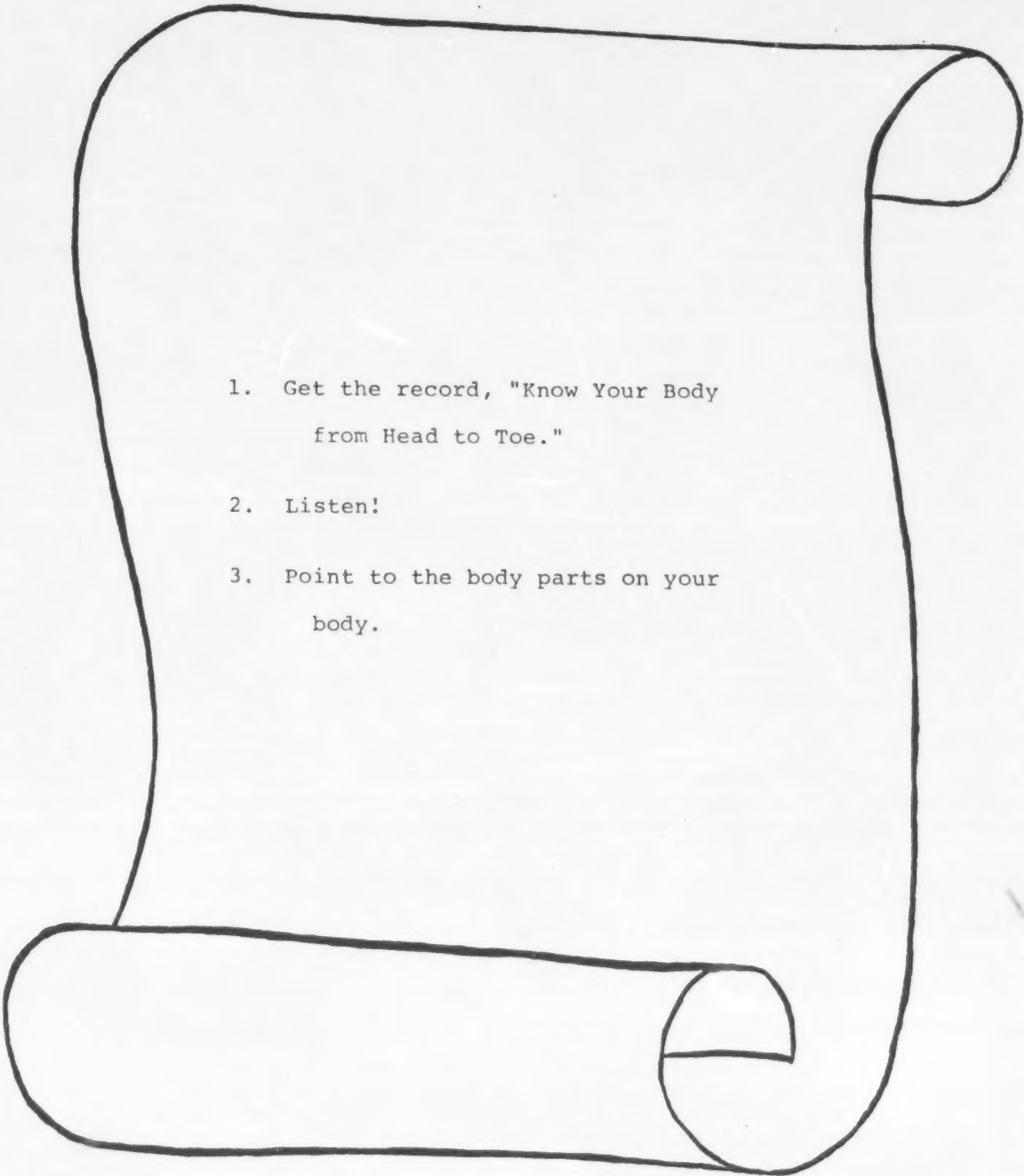
- 
1. Look at the transparencies of the
Swan.
 2. Put them in order.
 3. Now draw a set of your own!

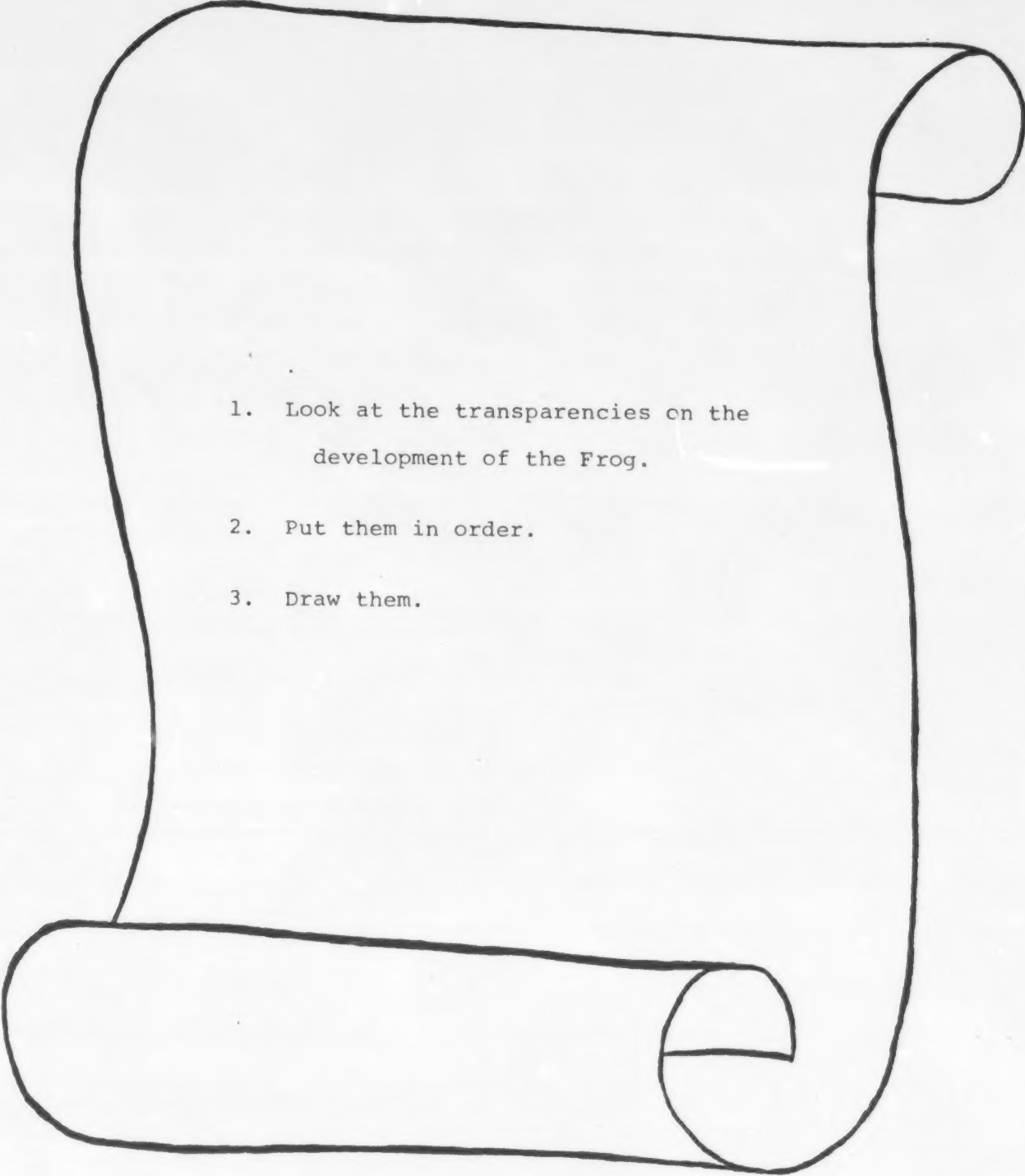


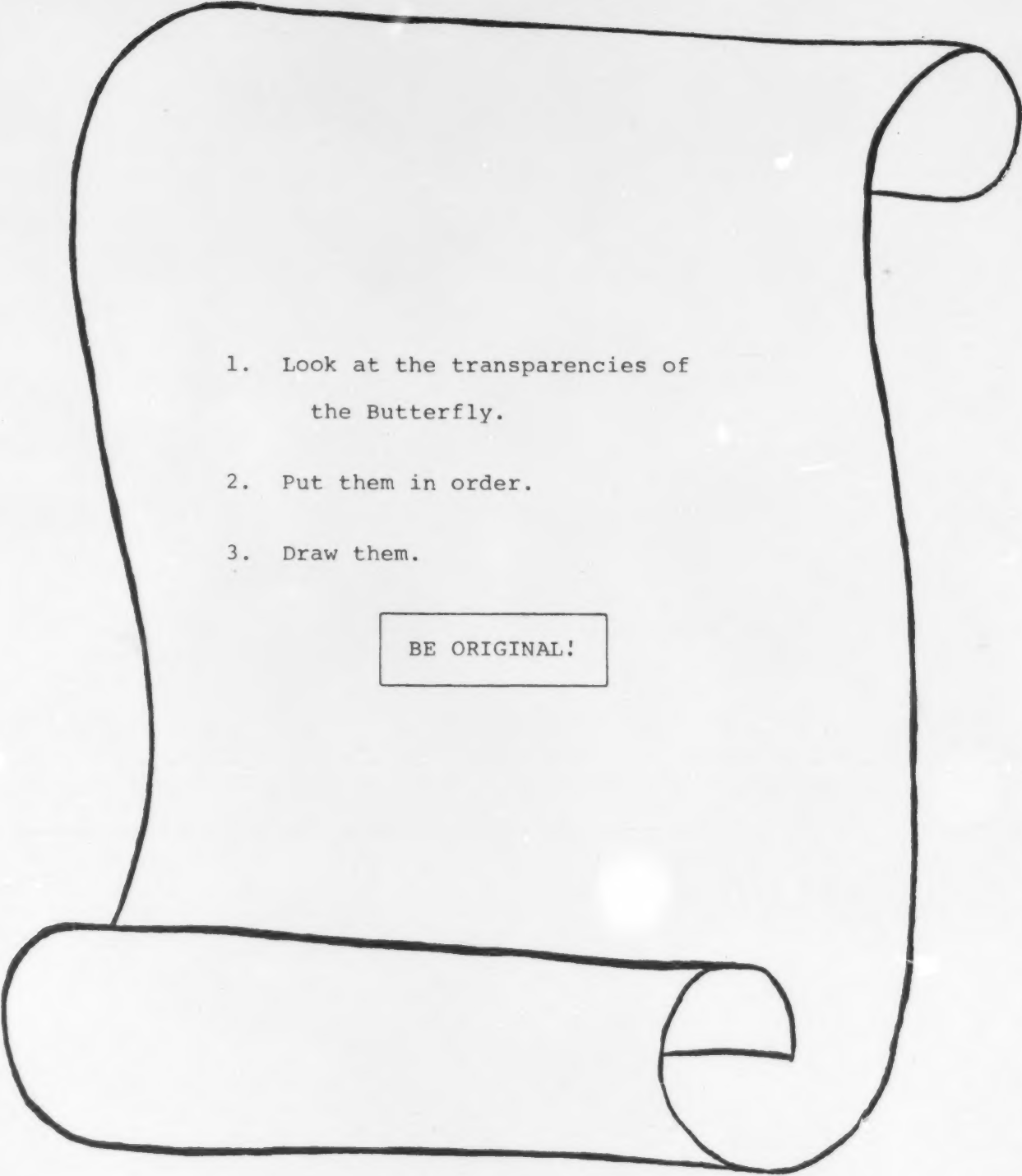
1. Play the cassette.
2. Do the exercises!

1. Make a chart of all the members of the group according to height.
2. Chart the weight of all the members of the group.

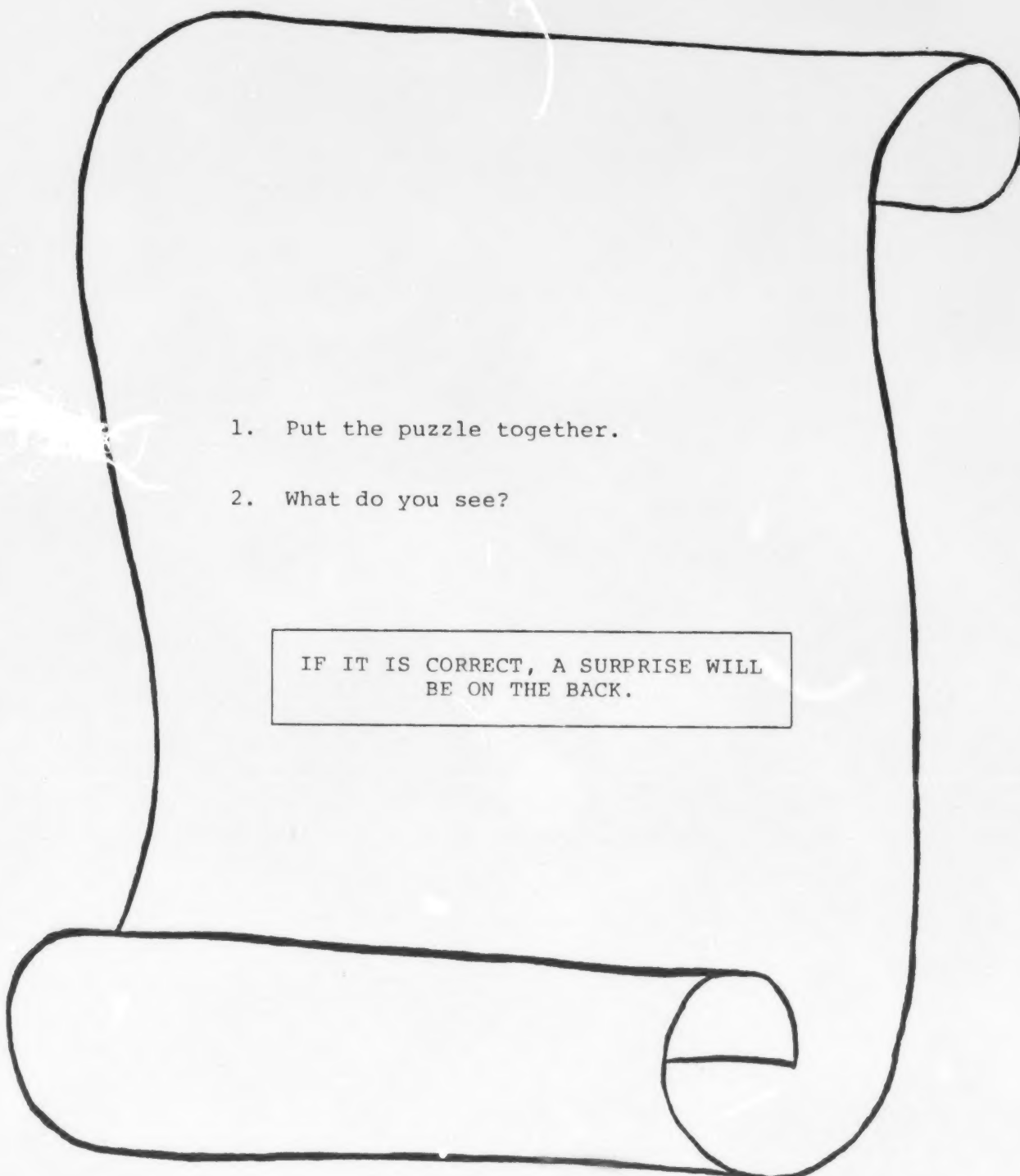
TURN OVER FOR AN EXAMPLE.

- 
1. Get the record, "Know Your Body
from Head to Toe."
 2. Listen!
 3. Point to the body parts on your
body.

- 
1. Look at the transparencies on the development of the Frog.
 2. Put them in order.
 3. Draw them.

- 
1. Look at the transparencies of
the Butterfly.
 2. Put them in order.
 3. Draw them.

BE ORIGINAL!



1. Put the puzzle together.

2. What do you see?

IF IT IS CORRECT, A SURPRISE WILL
BE ON THE BACK.

- 
1. Gallop like a pony.
 2. Hop like a bunny.
 3. Leap like a frog.
 4. Run like a dog.
 5. Shuffle like a clown.
 6. Climb like a monkey.
 7. Sway like an elephant.
 8. Walk like a camel.
 9. Turn like a windmill.
 10. Waddle like a duck.

Unscramble these words on another
sheet of paper:

1. anhd
2. seon
3. ulgn
4. gel
5. eahrt
6. kelseotn
7. yee
8. raotht
9. bri
10. oumht

CHECK ANSWERS ON THE BACK

ANSWERS :

eye

heart

nose

lung

mouth

skeleton

throat

rib

leg

hand

1. Draw a picture of yourself as a:

- a. Baby
- b. Child
- c. Adult

2. Under each picture, list what you do
at these ages.

HAVE FUN!

LEADER: GO OVER THIS WITH THE GROUP

Now that you know the people in a bank,
let's pretend we are in a bank:

1. Everyone get a part (use the cards from Banking People).

TWO PEOPLE MAY NEED TO SHARE A PART

2. Everyone find a place in your bank.
3. Together you will act out a customer coming into a bank, going to the receptionist, manager, and teller (the head teller checks the teller's work), then leave.
4. Leader will say BEGIN and END.
5. Don't forget concentration box.

DO YOU HAVE TIME TO TRADE
PARTS AND REPEAT?

Answer these riddles. Learn the people
in the bank. Then get the TRY THIS
on Banking. Return card.

1. I sit at the information desk at
the bank. WHO AM I?
2. I sit at a desk in the bank and
help you open an account.
WHO AM I?
3. I stand behind the counter at the
bank. I cash checks and deposit
money. WHO AM I?
4. I am in charge of all the tellers.
I check their work. WHO AM I?
5. I come into the bank to cash a check
or deposit money. WHO AM I?



Materials

12" x 18" construction paper
Stapler
Crayons
Pencils
Blank cassette
Cassette player

Rules for Discussion

Finished Work Packet

"First Day" Activity Dittoes

"Second Day" Activity Dittoes

"Third Day" Activity Dittoes

Procedure--Occupation Study Prints

Occupation Study Prints

Occupation Study Print Dittoes

Procedure

1. Select a group leader.
2. Read the "Rules for Discussion" carefully. Make sure you follow them.
3. On the first day in this section, make a workfolder.
4. Each day that you are in this section, get a new pack of dittoes. The "First Day" pack contains three separate activities; the "Second Day" and "Third Day" packs each contain two separate activities.
5. Following the "Rules for Discussion," discuss the main idea of each ditto; then complete them.
6. On the back of each ditto, write a brief statement telling what the ditto was about. Use your own words!
7. Put your activities in your workfolder and place the folder in the workbox.
8. Follow the "Procedure" for each set of study prints, placing completed work in your workfolder.

9. Make a booklet for all of the work you did in this section. Be sure to make a Table of Contents. You may then decorate your cover page and color the dittoes.
10. The group leader will set up the cassette player. Get the blank tape for Section 5.
11. From all of the activities that you have done in this section, tell what you want to be when you get older.

WHEN TAPING, REMEMBER TO TELL WHO YOU ARE,
WHAT YOU WANT TO BECOME LATER ON IN LIFE,
AND WHY.

REMEMBER YOUR "RULES FOR DISCUSSION"!!

RULES FOR DISCUSSION

1. One person speaks at a time.
2. Do not interrupt the speaker.
3. Speak so only your group can hear you.
4. State the topic.
5. Tell what you know about the topic.
6. Come to a conclusion.

"FIRST DAY" ACTIVITY DITTOES

The Milkman

Safety Stories

A B C of Health

The milkman is our friend.

He brings milk every day.

He brings it to our house.

He brings it to school.

We can help the milkman.

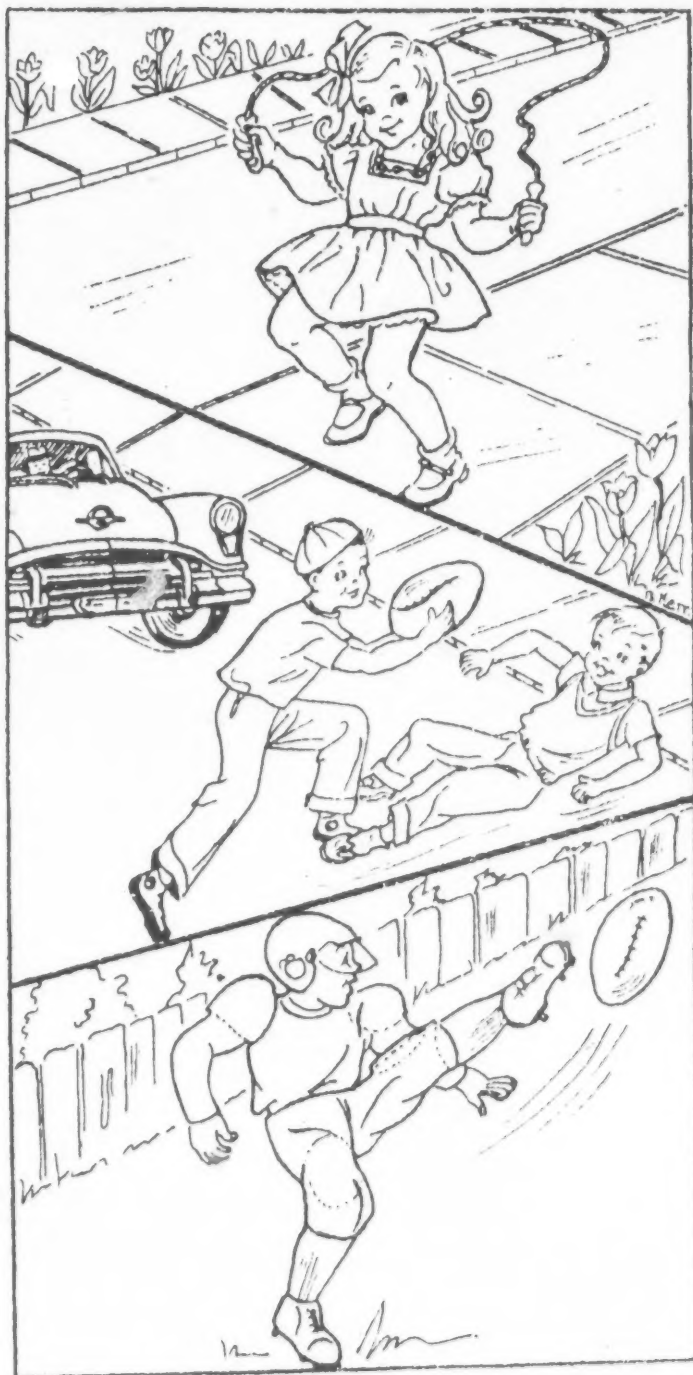
We can wash the bottles.

We can put out the bottles for him.

Write a story about the milkman.

[illegible]

The Milkman



1. The boys are playing football.

They are playing in the street.

They are not in a safe place.

2. The boy is playing football.

He is playing on a field.

He is in a safe place.

3. This girl is playing jump-

She is on the walk.

She is in a safe place.

Find a picture to go with each story.

Number the picture the same number as the story.

Color the pictures.



GIRL

BOY

My name is _____.

I am _____ years old.

I am a _____.

I am _____ inches tall.

I weigh _____ pounds.

I am in the _____ grade.

I go to _____ school.

My birthday is in the month of _____.

My teacher's name is _____.

"SECOND DAY" ACTIVITY DITTOES

Finding the Right Word

How to Keep Teeth Healthy

1. It was a rainy day. John did not want to wear his rubbers nor take his umbrella. His clothes and feet got very wet. He sat in school with wet feet and wet clothes. How do you think John might have felt that night?

Draw a line under the word that tells us best how John might have felt that night.

happy

sleepy

ill

hungry

2. Mary eats a cereal for breakfast every morning. She wants to be strong and healthy. She never drinks tea or coffee. She eats a green vegetable every day. She plays out of doors after school when the weather is fine.

Draw a line under two words that tell us best what kind of a girl Mary is.

sad

healthy

frightened

brave

strong

3. William is not a very careful boy. He always forgets to wash his hands, face, and ears. He never brushes his teeth or combs his hair. His clothes are untidy and his shoes are never clean.

Draw a line under the two words that tell us best what kind of a boy William is.

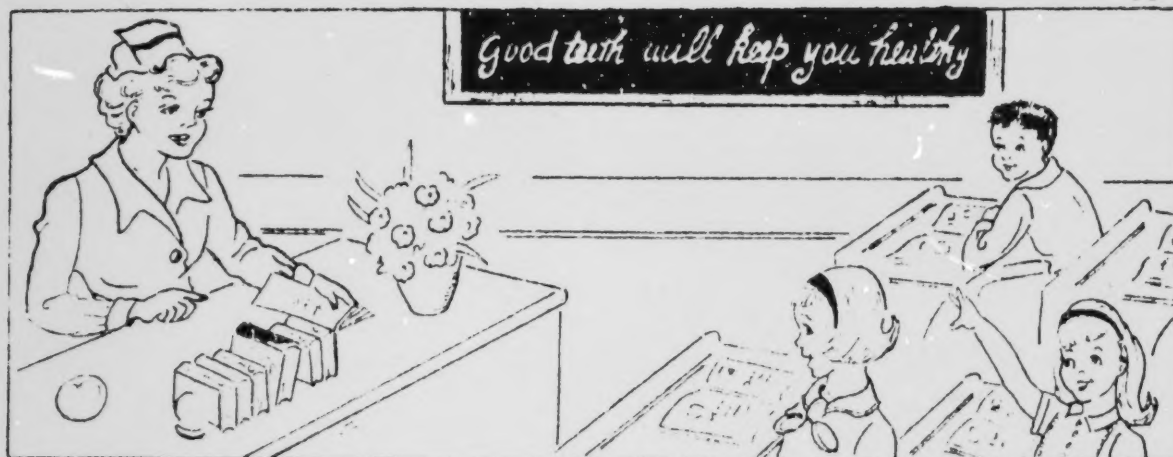
untidy

hungry

sorry

frightened

careless



HOW TO KEEP TEETH HEALTHY

One day Miss Brown, the nurse, came to the school room. She said, "Boys and girls, I want to talk to you today about your teeth. You must take very good care of your teeth because good teeth will help keep you healthy. I will tell you how to do this.

"First of all you must eat the right kinds of food. Fruits, vegetables, and milk will make your teeth hard and strong. Do not eat too much candy. Brush your teeth twice a day. Brush them up and down. Go to your dentist at least twice a year. If you remember to do what I have told, it will help you to keep healthy and strong."

The children said, "We will try, Miss Brown."

1. What foods should we eat to make our teeth strong?

2. How often should we clean our teeth?

3. How should we brush our teeth?

4. How often should we go to the dentist? _____

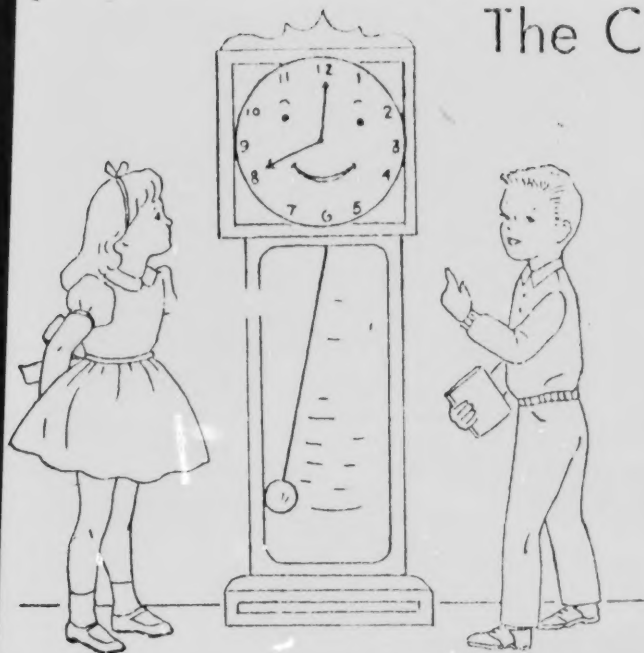
"THIRD DAY" ACTIVITY DITTOES

The Clock

One for You--One for Me

The Clock

85

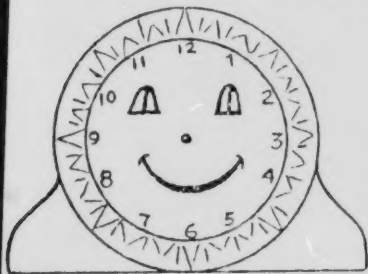


"Tick, tock," says the clock.
"I work for you all day."
I say, "Time to work, time
to sleep,
Time to eat and play."

8 o'clock. Time to go
to bed. 11 hours sleep will
keep me healthy.

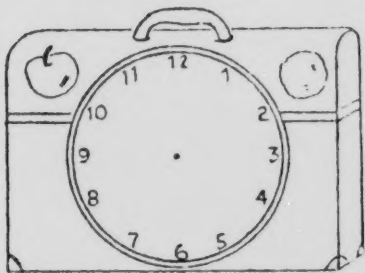
Put the hands on each clock.

Draw a picture for each story.



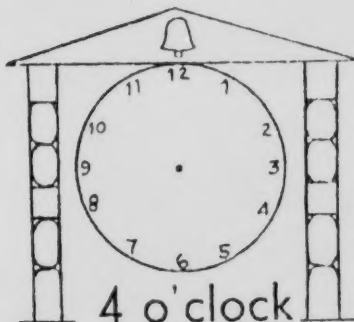
7 o'clock

Get up. Time to eat and go to school.



12 o'clock

Time for lunch — soup, fruit, and milk.



4 o'clock

School is out. Time to play in the sun. 7



Do not do this.

Do this. (Draw it.)



Do not do this.

Do this. (Draw it.)



Do not do this.

Do this. (Draw it.) 19

PROCEDURE--OCCUPATION STUDY PRINTS

1. On the first day in this section, you will be looking at study prints 1, 2, and 3.
2. Each study print has a ditto with questions.
3. Your group leader will go over each study print and its questions with the group. Everyone will answer the questions.
4. On the second day, do study prints 4, 5, and 6.
5. On the third day, do study prints 7 and 8, and ditto number 9.

OCCUPATION STUDY PRINTS¹Study Print

- | | |
|----|-------------------------------|
| #1 | School Nurse |
| #2 | The Doctor |
| #3 | The Dentist |
| #4 | Women in Science |
| #5 | Health Occupations |
| #6 | Women in Medicine |
| #7 | Physical Education Teacher |
| #8 | Physical Therapist |
| #9 | Thinking About a Career . . . |

¹From "Learning About Careers" (Elgin, Illinois: David C. Cook Publishing Company, 1974).

OCCUPATION STUDY PRINT DITTOES

Name _____

School Nurse

(#1)

1. What two people are in the picture?
2. Describe what the nurse is wearing?
3. What seems to have happened to the little girl?
4. Where do you think they are?
5. How old do you think the little girl is?
6. What materials is the nurse using?

Name _____

The Doctor

(#2)

1. Who are the children visiting?
2. How many people are in the picture?
3. What is the doctor doing?
4. Where do you see a doctor?
5. What does the doctor have in his ears?
6. How are the children standing?
7. What position is the doctor in?

Name _____

The Dentist

(#3)

1. Write a paragraph telling what is happening in this picture of the Dentist. Use at least five sentences.

Name _____

Women in Science

(#4)

1. What is this lady's job?
2. Where does this lady work?
3. Why does the lady have to wear a white jacket?
4. What is the woman looking through? And what is she looking for?
5. Does that machine need electricity? How do you know?
6. How does she tell time?
7. What would you have to do to get a job like hers?

Name _____

Health Occupations

(#5)

1. Where are the people in this picture?
2. What are these people doing?
3. Who are these people?
4. Why do they have their heads and bodies covered?
5. Why is the nurse putting a mask over the
patient's face?
6. Why do they need a big light?
7. What is the nurse on the far left wearing that
is different from the others?

Name _____

Women in Medicine

(#6)

1. Who is in this picture?
2. What do you think the occupation is of the lady in white?
3. Why is the girl holding the boy?
4. Where do the children live?
5. What time of the day is it?
6. How does the little boy feel?
7. Write a paragraph (at least four sentences) about what you think happened to the little boy (use the other side of this paper).

Name _____

Physical Education Teacher

(#7)

1. Who is the teacher in the picture?
2. What is around the teacher's neck? What does he use it for?
3. What is lined up on the bench?
4. What are the children doing?
5. Where are these people?
6. What does the teacher have on his left wrist?
7. How should the children be dressed for what they are doing?

Name _____

Physical Therapist

(#8)

CHECK THE BACK OF THE STUDY PRINT FOR HELP!

1. Where are the people in this picture?
2. What is this man's job?
3. What is wrong with the little girl?
4. What is the man trying to do?
5. Which foot is the man holding of the little girl?
6. What does the man have in his pocket?
7. How do you think the little girl feels?

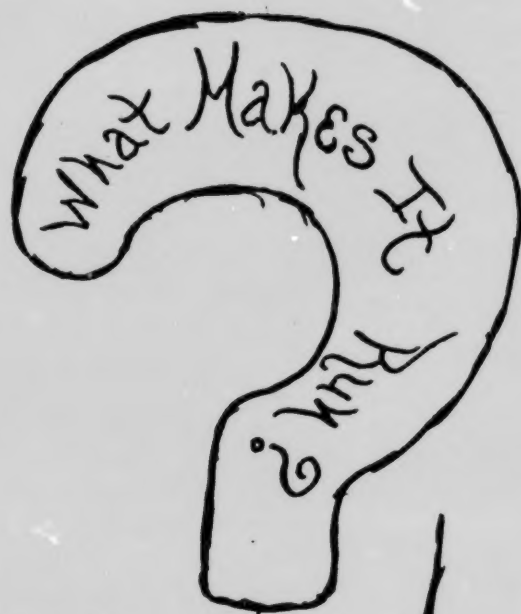
Name _____

Think About Careers . . .

(#9)

1. Write a paragraph about what you want to be when you grow up, and why. Use at least five sentences.

CENTER B
FOOD AND NUTRITION



Section

1



100
115

PS

Materials

Pencils
Crayons
Paint
Yarn
Hole punch
Writing paper
12" x 18" construction paper
12" x 18" drawing paper
Filmstrip projector
Cassette tape recorder
Colorful pictures of Foods to
Decorate section

Cassette Tape: "I Just Love to Eat"

Study Prints--The Four Food Groups (with labels)

Experience Story: "The Four Food Groups:
Nutrients"

Health Book: Health 3 (by Oliver Byrd)

Digestive System Word Study Ditto

Wall Diagram of Digestive System

Cassette Tape on Digestive System Word Study

Filmstrip: "Digestion"

Filmstrip: "Teeth and Eating"

Teeth and Eating Ditto

Finished Work Pocket

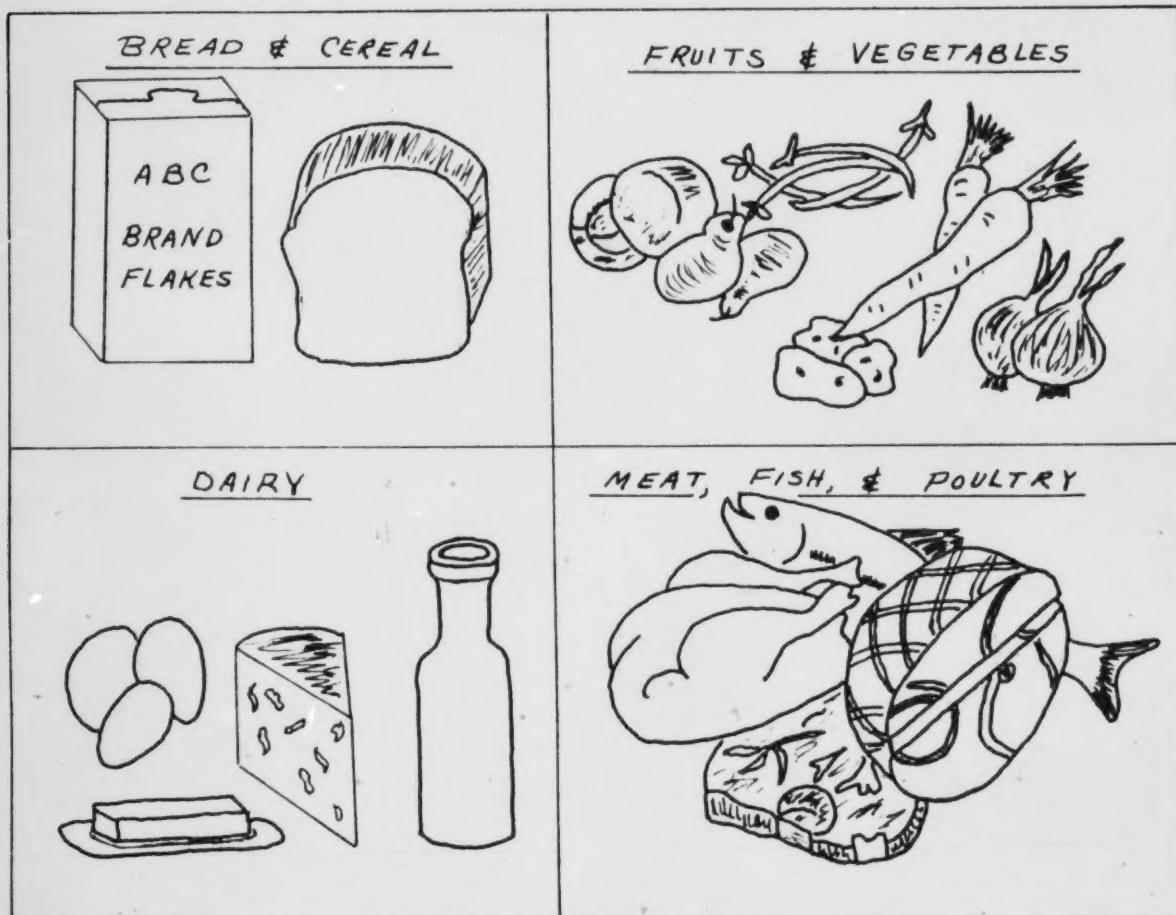
Procedure

1. Listen to the cassette tape "I Just Love to Eat" on the cassette player.
2. Look at the study prints on the Four Food Groups.
3. Read the experience story that goes along with the pictures.
4. Copy the story.
5. Get a sheet of drawing paper and divide it into three parts.
6. At the top of each part, write breakfast, lunch, and dinner.
7. Draw and label what you ate yesterday under each heading.
8. Think about how these foods get into your body. Read the story "What Happens to Your Food" in Health 3, pp. 85-86. Then read this story with your group.
9. Get the "Digestive System Word Study Ditto" and cassette that goes with it.

10. Review the words on the digestive system by listening to the words on the tape and pronouncing the words while looking at the words on the "Wall Diagram of the Digestive System."
11. Now complete the word study ditto by filling in the blank spaces.
12. View the filmstrip and listen to the cassette on digestion.
13. Take your word study ditto and a red crayon. Trace the path of food through the digestive system from beginning to end.

CHECK YOUR FILMSTRIP FOR CORRECTIONS

14. View the filmstrip on "Teeth and Eating."
15. Get the ditto sheet titled "Teeth and Eating."
16. Answer the questions.
17. Make a booklet of all the activities you did in this section. Be sure to include a Table of Contents.



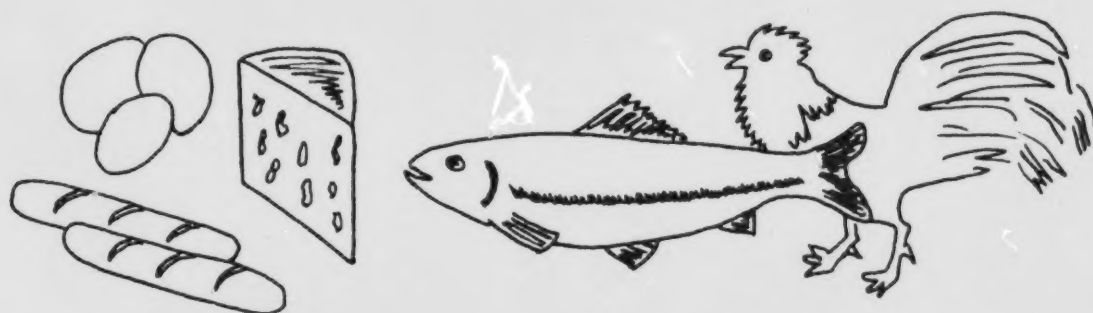
EXPERIENCE STORY

The Four Food Groups: Nutrients¹

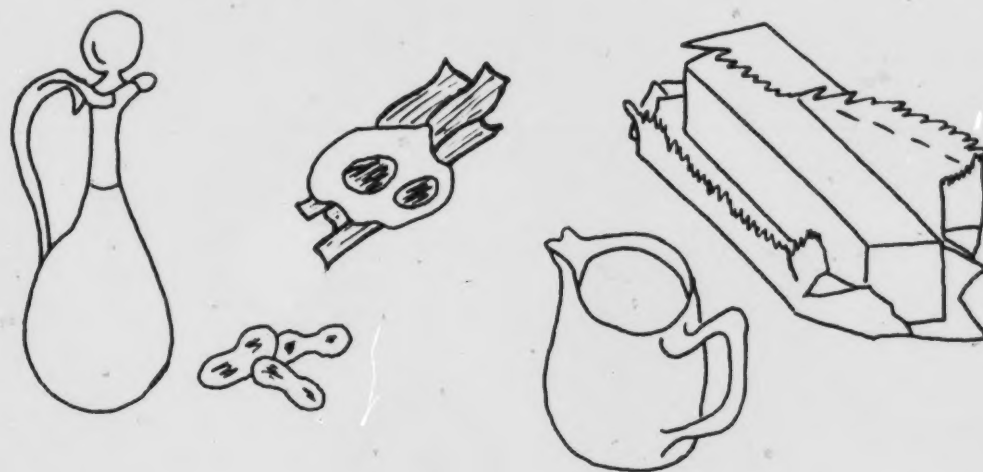
Do you think all of these foods are alike in some way? All these foods have nutrients (noo-tree-ents) in them. Nutrients help you to grow. They help you to have

¹Charles C. Wilson, M. D. and Elizabeth Avery Wilson, Ph.D., Health and Fun (Indianapolis: Bobbs-Merrill Company, Inc., 1961).

energy. There are six kinds of nutrients that your body needs. Each has a special job to do.



One of the nutrients is called protein (pro-tee-in). You need proteins to help you grow. Here above are some foods that have much protein in them. What foods do you see?



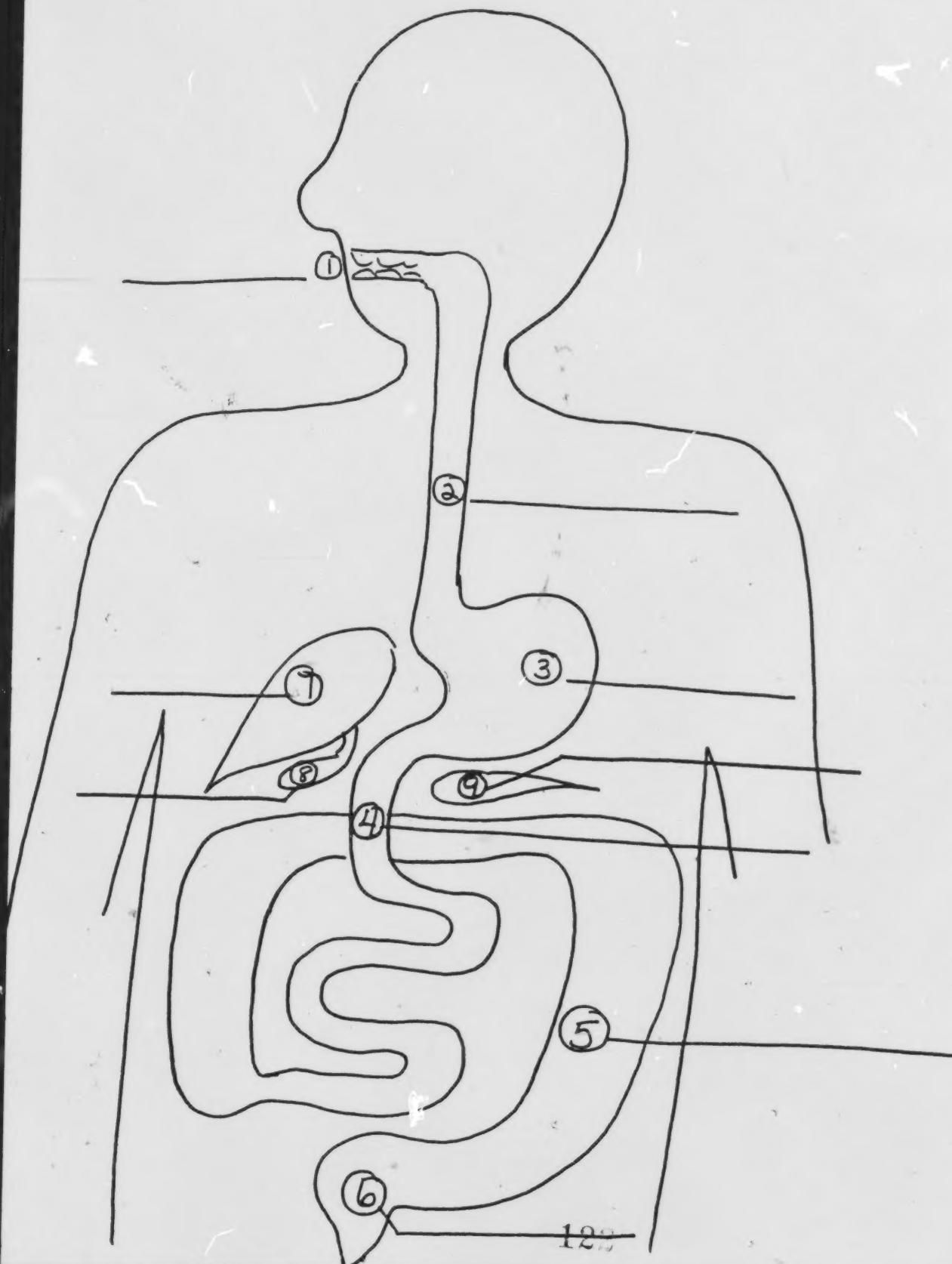
Another nutrient is fat (fat). You get some of the energy you need when you eat fat. The picture above shows foods that have fat in them. Can you name them?



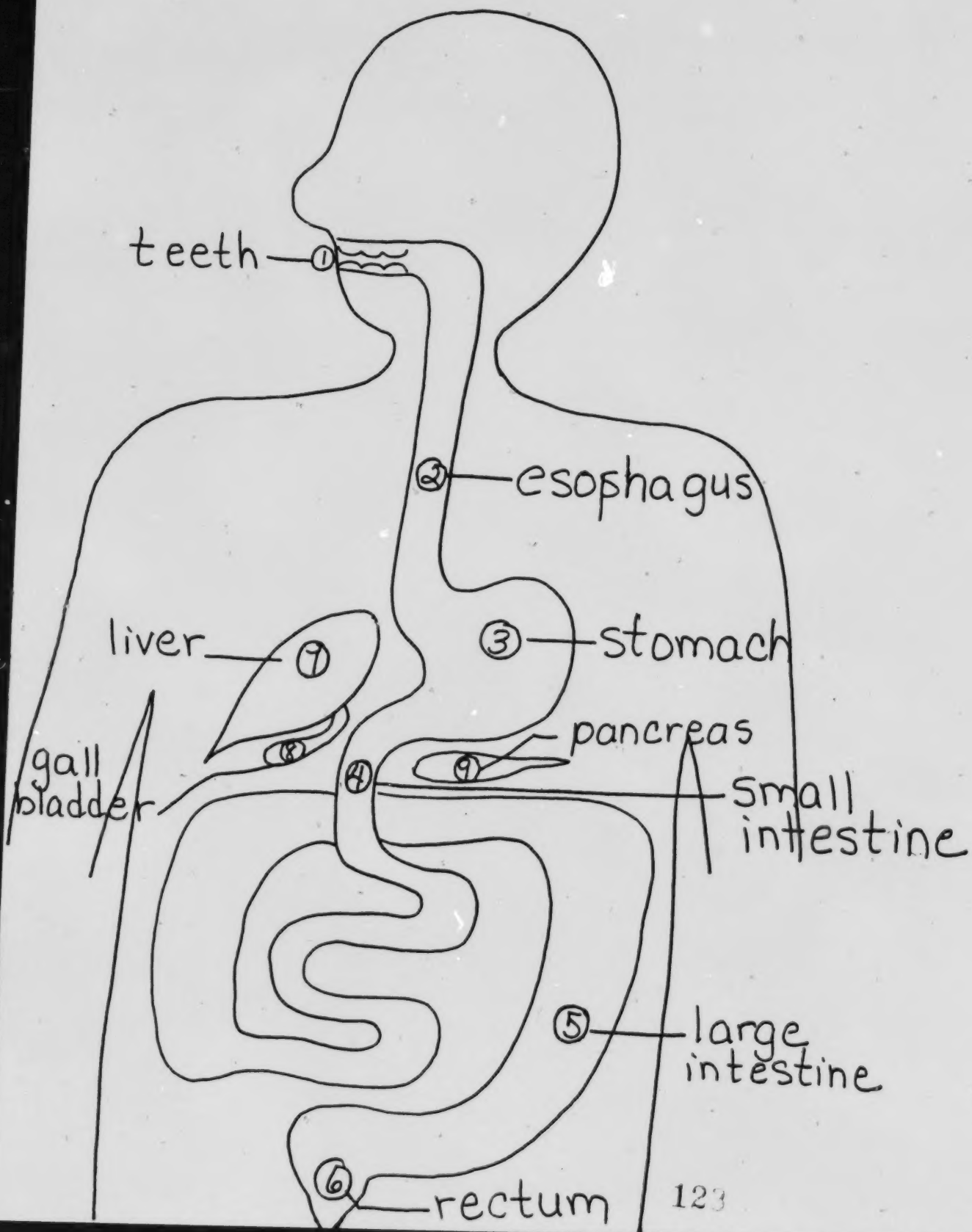
Still another nutrient is carbohydrates (kar-bo-hi-drats). This nutrient also gives you energy. But your body can digest carbohydrates faster than it can digest fat. The foods above are rich in carbohydrates. Can you name them?

Your body needs three other nutrients. They are minerals, vitamins, and water. Minerals help you to grow well. Vitamins keep the parts of your body working well. Water helps to digest food and carry waste from your body.

Digestive System Word Study Ditto



Wall Diagram of Digestive System



TEETH AND EATING

Name _____

Date _____

ANSWER IN COMPLETE SENTENCES.

1. How many sets of teeth do you have in your lifetime?

2. What happens if you do not brush your teeth?

3. Name three good foods you can eat for healthy teeth:

4. Name three good dental health habits:

5. Fill in the blanks:

t _ _ t h

b _ u s _

c r _ _ n

f l _ s _

g _ m

d _ c _ y

d e n _ i _ _

c _ v _ t _

Section 2



110

125

246

Materials

Pencils
Scissors
Hole punch
Magic markers
Crayons
Paint
Paste
Yarn
Drawing paper
Writing paper
Construction paper
Magazines
Record player
Shopping bags
Empty cans and boxes--priced for
pretend grocery store

Poem: Ah-choo! Ah-choo!

Health Care Study Prints

Teacher-made Story Book on Health Care

Food Picture Puzzles

Record: Side Two of Downtown Story called
"The Supermarket"

Grocery List

Shopping List Ditto

Care of Teeth Ditto

Habits of Personal Cleanliness Ditto

Finished Work Pocket

Procedure

1. Read the poem, Ah-choo! Ah-choo! with your group leader.
2. Copy the poem.
3. As a group, look at the "Health Care" study prints. Think about what they show.
4. Get a piece of drawing paper. Divide it into four sections. Draw four ways to take care of your body. Write a sentence or two under each picture about what you have drawn.
5. Read a teacher-made story book on Health Care.
6. Get a "Food Picture Puzzle." Put it together
(There is a word puzzle on the other side.)

COUNT THE PIECES BEFORE YOU START
AND WHEN YOU PUT YOUR PUZZLE AWAY.

Trade with someone!

7. Listen to side two of the record Downtown Story called "The Supermarket." Very shortly your group will go pretend shopping.
8. Pretend you are going to have some company.
Plan a menu, making sure you have something from each of the four food groups.

9. Most of these things you already have, but you do have some last-minute shopping to do before your company comes.. You need some items other than what you will serve your company.
10. Look at the "Grocery List" hanging in your section.
11. Get a shopping list. Make a list of five items that you see advertised on the "Grocery List." (Remember, supermarkets sell things other than groceries.)
12. Write the price that you see advertised on the "Grocery List" in the first column.
13. Now, go shopping!

CAN YOUR GROUP PRETEND THEY ARE IN A
REAL SUPERMARKET WITHOUT CONFUSION?

14. When you return from shopping, write the price of your five items in the second column.
15. Compare! Is there a difference? What is the difference? Write the difference in the third column of your shopping list.

DO YOU HAVE TO ADD OR SUBTRACT?

16. Now total up how much you thought you were going to spend and how much you did spend.

DO YOU ADD OR SUBTRACT?

What is the difference in the totals?

DID YOU SAVE MONEY?

17. You've just come up with a new product that can be bought in a supermarket. You are to:
- Name your product.
 - Describe your product.
 - Write an advertisement to sell your product.
 - Illustrate your product.

18. Make a food mobile using the materials in this section.

BE SURE TO SHOW EACH FOOD GROUP
IN YOUR MOBILE.

19. If time allows, read with your group:
- "Care of the Teeth" Ditto
 - "Habits of Personal Cleanliness" Ditto
- Answer the questions.

20. Make a Consumer Health Booklet of all the work you have done in this section.

CAN YOU MAKE A CREATIVE COVER?

POEM

Ah-choo! Ah-choo!

Ah-choo! Ah-choo!
This could happen to you.
So zipper up tight
And button just right.
You'll keep out the cold if you do.

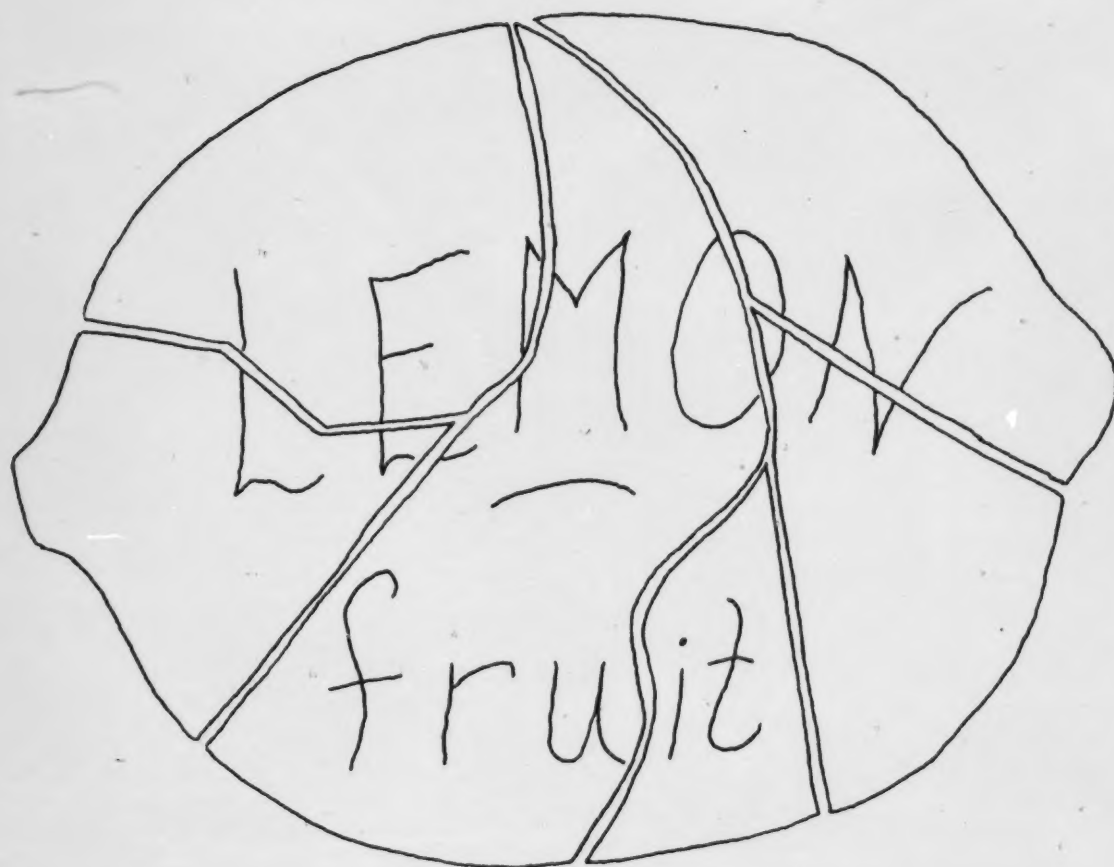
Ah-choo! Ah-choo!
Here are things you can do.
The scarf's in place
To keep cold from your face.
Pull collars high
To keep warm and dry.

Ah-choo! Ah-choo!
Should this happen to you--
A tissue right quick,
Or your hand does the trick!
Ah-choo! Ah-choo! Ah-choo!

HEALTH CARE STUDY PRINTS¹

¹From "Health and Cleanliness" (Elgin, Illinois: David C. Cook Publishing Company, 1966).

FOOD PICTURE PUZZLES



GROCERY LIST

Item	Price
Cereal	\$.98
Milk	.57
Spaghetti	.55
Ice Tea	.99
Canned Fruit	.25
Soda	.60
Eggs	1.00
Juice	.59
Straws	.30
Tissues	.23
Butter	.89
Vegetables	.35
Detergent	1.10
Soap	.15
Tomato Sauce	.26
Cheese	1.15
Paper Cups	.65
Napkins	.29

SHOPPING LIST

Name _____

Item	Advertised Price	Actual Price	Difference
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Total Difference  Did you save?	Total	Total	Difference Total

CARE OF THE TEETH

Your teeth are among your most precious possessions. Teeth are used for grinding the food which you eat. Good teeth look much better than the bad ones. Good teeth are bright and shiny. Bad teeth are dark and ugly. If you expect to have good teeth, you must take care of them.

You should visit your dentist at least once a year. He will check on the care of your teeth. He can locate spots that are beginning to decay and clean or repair them before they begin to ache. A toothache can be very painful.

1. Not more than _____ person(s) should use the same toothbrush.
2. To brush my teeth, I need _____.
3. I should brush my teeth at least _____ times daily.
4. If teeth are not taken care of, they may _____.
5. When I brush my teeth, I should _____

(a) brush up and down	(b) brush across
(c) use soap	(d) use a clean brush
6. How often should you go to a dentist? _____
7. Keeping the teeth clean makes them _____

(a) look better	(b) grow larger
(c) last longer	(d) decay
(e) bright and shiny	(f) ache
(g) crooked	(h) healthy
8. In order to have good teeth, you should eat food that is good for the teeth. These are good: _____

(a) milk	(b) candy
(c) vegetables	(d) cake
(e) soft food	(f) fruits
(g) coarse foods	(h) pie

HABITS OF PERSONAL CLEANLINESS

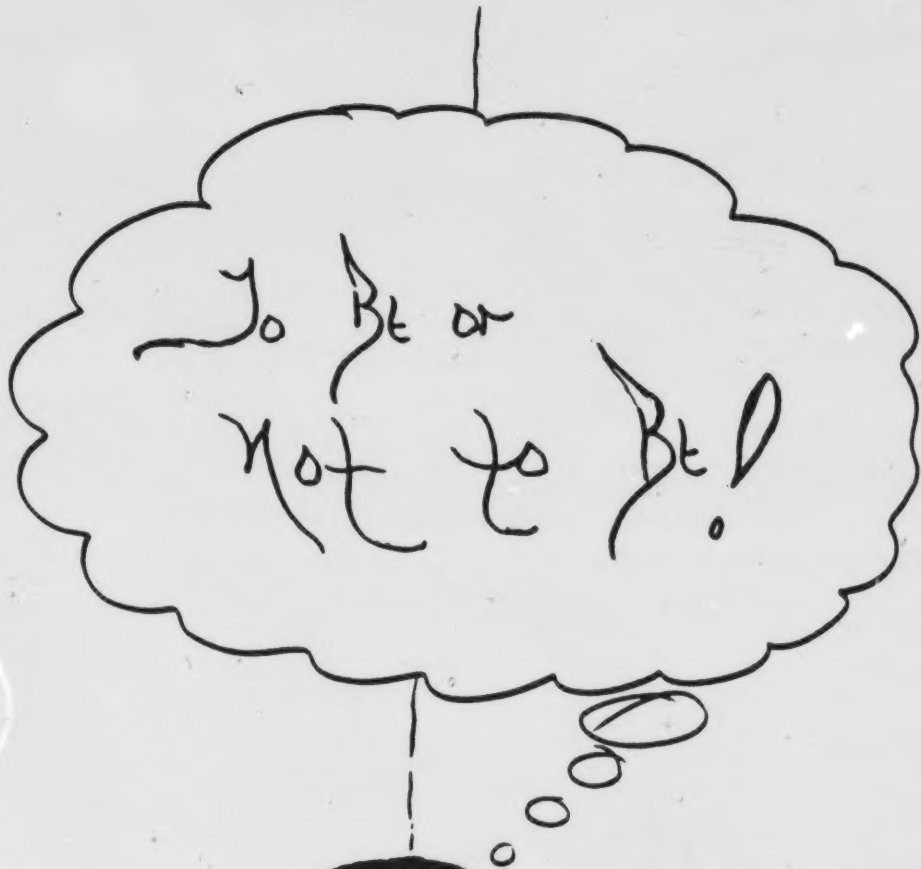
The first good health habit is to keep the WHOLE BODY clean. We must practice keeping our clothes clean, too. Keeping our body and our clothes clean is called PERSONAL CLEANLINESS.

It is so easy to get dirty while playing, especially when playing outside. Sometimes it is hard to see the dirt. Sometimes you are too busy and having too much fun to care about the dirt. But if you want to keep your body in the best working condition, you must keep it clean to keep the germs away.

The hands and face get dirty more easily than any other parts of the body. It is best to use warm water and soap when washing them.

1. You should also use a _____ and a dry, _____.
2. Always wash your hands BEFORE _____.
3. Always wash your hands AFTER _____.
4. Wash your face whenever _____.
5. Personal cleanliness means keeping our _____ and our _____ clean.
6. Sometimes we cannot see the _____ that is on our bodies. Wash anyway.
7. We should take at least _____ warm _____ a week. Warm water removes germs and dirt more easily.
8. Remember, you must _____ personal cleanliness in order to develop good health habits.

© 50-5000



123

133

Be

Materials

12" x 18" drawing paper
Writing paper
5" x 7" index cards
Envelopes
Pencils
Crayons
Stapler
Filmstrip projector

Vocabulary Chart

Experience Story: Dietitians Check Food Trays

Questions: Dietitians Check Food Trays

Picture of a Dietitian

Form Letter to a Dietitian

List of Dietitians

"How to Fold a Letter" Chart

Cardboard Mailbox

Filmstrip: "My Dad Works in a Supermarket"

Classified Section of Newspaper

Library Books: I Want to Be

Finished Work Pocket

Procedure

1. Study the "Vocabulary Chart."
2. Read and then copy the story entitled,
Dietitians Check Food Trays.
3. Answer the questions about dietitians on the
back of the story you copied.
4. Read the "Form Letter to a Dietitian."
5. Copy the letter in your best handwriting.
6. Get an envelope and decide from the "List of
Dietitians" to whom you will write.
7. Address your envelope.

CHECK ADDRESS LIST

8. Look at the chart "How to Fold a Letter."
9. Fold your letter and put it in the envelope.
10. Put the envelope in the mailbox.
11. Look at the filmstrip "My Dad Works in a
Supermarket."

12. Complete the "Filmstrip Follow-up Ditto" on the Supermarket.
13. Look at the classified section of the want ads to see how an ad is written.
14. On an index card, write an ad about yourself and the kind of job you are looking for.
15. Include in your description: name, address, telephone number, job you are seeking, educational background, and desired salary.
16. Read an I Want to Be library book.
17. Illustrate and label what you want to become when you get older.

VOCABULARY CHART

1. dietitian (dī · e · ti' shon)
2. nutrients (nū' tri · entz)
3. protein (prō' tē · inz)
4. carbohydrate (kar · bō hī' drāt)
5. vitamin (vī' ta · min)
6. minerals (min' er · alz)
7. dietetics (dī · e · tet' iks)
8. balanced diet (bal' ans · ed dī' et)

EXPERIENCE STORY

Dietitians Check Food Trays

Dietitians begin their training while they are in college. They learn what foods are made of and how food nutrients (proteins, carbohydrates, fats, vitamins, and minerals) help the body.

They also learn how these foods should be prepared and served, and how to plan menus of balanced diets.

Most dietitians serve a one-year internship in dietetics after graduating from college.

QUESTIONS

Dietitians Check Food Trays

1. When do dietitians begin their training?
2. What are the food nutrients?
3. List four (4) things that dietitians learn while they are in school.

PICTURE OF A DIETITIAN



FORM LETTER TO A DIETITIAN

Inside Address

(Appropriate address for
school which is using
this section.)

Dear _____,

In my class, we are studying about food and
nutrition and the duties of a dietitian.

I would appreciate it if you would take time from
your busy schedule to send some literature or write me a
letter on the subject.

Sincerely,

LIST OF DIETITIANS

(Choose One)

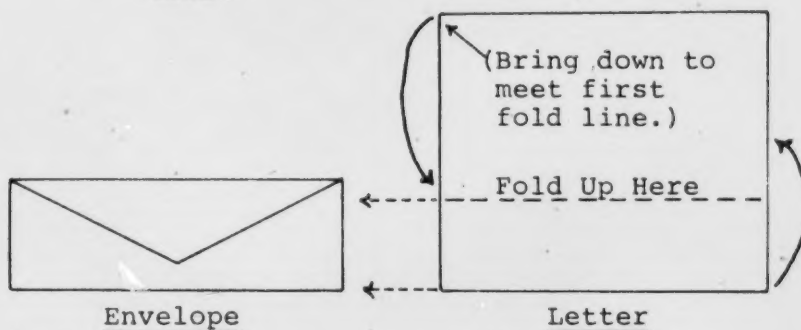
Ms. Lorraine Johnson
Woodville Elementary School
2000 North 28th Street
Richmond, Virginia 23223

Mrs. Dorothy Bailey
Daroff Elementary School
5th and Vine Streets
Philadelphia, Pennsylvania 19131

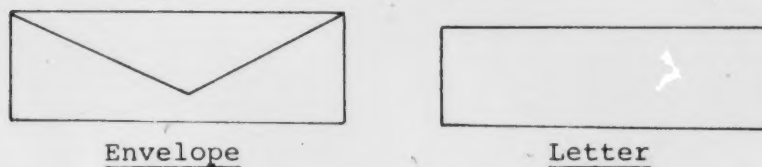
Mrs. Evelyn Ferguson
Spring Garden School
12th and Ogden Streets
Philadelphia, Pennsylvania 19123

HOW TO FOLD A LETTER

1. Take an envelope and place it on your desk.
2. As in the diagram below, place your letter alongside the envelope and fold it into three sections:
 - (a) The first fold should be slightly smaller than the height of the envelope; FOLD UP.
 - (b) Next, take the top of your letter and bring down to meet the first fold line; holding your letter in this position with one hand, CREASE THIS FOLD WITH YOUR OTHER HAND.



- (c) Your letter is now folded into three sections (just slightly less than the height of the envelope) and looks like this:



3. Insert your folded letter into the envelope.

FILMSTRIP FOLLOW-UP DITTO

My Dad Works in a Supermarket

1. Name five things sold in a supermarket:

_____	_____	_____
_____	_____	_____

2. How does food come to the supermarket?

3. How often is fresh food delivered?

4. Name two of the following:

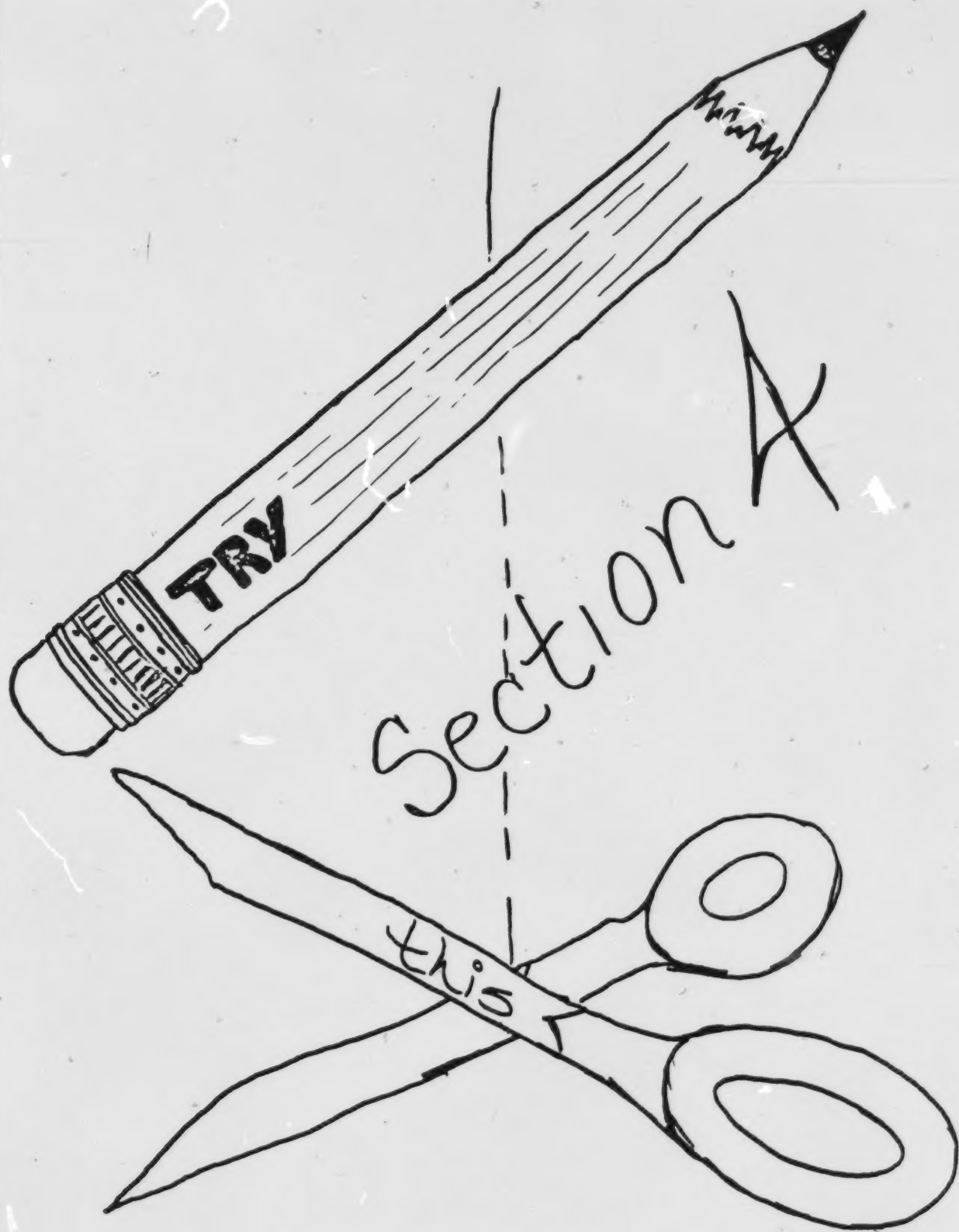
dairy products	_____	_____
produce	_____	_____
canned goods	_____	_____

5. Why does the butcher wear warm clothes?

6. Name three people who work in a supermarket:

_____	_____	_____
-------	-------	-------

7. What could you do with an empty carton?



135

136

27

Materials

Writing paper
Construction paper
Envelopes
Pencils
Crayons
Stapler
Record player
Listening records

Invitation

List of People to Invite

Menu Sheet

Recipe Boxes for Each Food Group

All Needed Materials to Prepare Food

Health Book: Health 3 (by Oliver Byrd),
Manners At Mealtime Booklet

TRY THIS Box

Finished Work Pocket

For Menu

Selected Food and All Utensils Necessary
to Its Preparation

Paper plates

Paper cups

Paper platters

Plastic forks, spoons, and knives

Napkins

Centerpiece

Measuring cup

For Menu (continued)

Large spoon	Saran wrap
Sharp knife	Sandwich bags
Grater	Trash can
Collander	Trash bags
Bowls	Dish detergent
Table cloth	Dish towel
Apron	Dish cloth
Salt and pepper	

Individual Activities

Drawing paper
 Writing paper
 12" x 18" construction paper
 Construction paper (for cover)
 Strips of construction paper
 (colored for placemats)
 9" x 12" oak tag
 Pencils
 Crayons
 Yarn
 Hole punch
 Scissors
 Magazines
 4 small boxes of cereal
 Individual filmstrip viewer

Filmstrip: "Finding Out How Foods Are Used by Your Body"

Calorie Counter Book: A to Z Diet Guide and Calorie Counter (by Merit Publications)

Book: Eat and Grow (by General Mills)

Booklet on "Digestion"

Procedure

1. On the last day of this section, you are going to invite guests to a snack-time. As a group, decide on three people to invite.
2. Get the sample "Invitation" and write your invitation NOW!

ONLY THE THREE BEST INVITATIONS
WILL BE SENT. GIVE THEM TO THE
TEACHER TO DELIVER.

3. Now it is time to prepare a menu of what you will serve on the last day in this section. Go to the "Recipe Boxes" and select a recipe from each food group box.

REMEMBER, YOUR ENTIRE GROUP HAS
TO DECIDE WHICH RECIPE TO MAKE
FROM EACH BOX. IT MUST BE A
BALANCED MEAL.

Decide on what you will serve. Everyone will
be eating what is made.

4. Now that you have decided on what is going to be served, get a "Menu" sheet and fill it out.

THESE MENUS ARE FOR YOUR GUESTS.

5. Now, make a cover for your menu.

THINK OF THE MENUS YOU HAVE SEEN.

6. It is now time to make a shopping list. Write out what you need to buy from the supermarket. (If someone is there to help you shop, now is the time to go; if not, other arrangements will be made to get the food you need.

7. Read the booklet Manners at Mealtime (from Health 3, by Oliver Byrd) with your group so that you will remember your manners when you have company.

IF TIME ALLOWS, GO TO THE "TRY THIS" BOX.

8. On the last day of this section, your company will be coming. You must prepare yourself:

- a. Select your music for dining.
- b. Set your table (don't forget the centerpiece).



- c. Look at your recipes and prepare what you are going to serve.

9. As your guests arrive, greet them, seat them, serve them, and enjoy!

IS YOUR RECORD PLAYER SET UP?

10. Now that your guests have left, you have to clean up. Wash everything that needs washing, dry it, and put it away.

IS EVERYTHING CLEANED UP AND READY FOR THE NEXT GROUP?

INVITATION

Date _____

Dear _____,

You are invited to a snack-time in Room _____
from _____ to _____ on _____ (Date) _____.

Please let us know if you will be able to attend.

Sincerely,

Room _____

THE LIST OF PEOPLE TO INVITE
DEPENDS ON THE INDIVIDUAL
SCHOOL.

RECIPE BOXES

There is one box for each food group. The lettering on each recipe is color coded to match the color of the lettering on each recipe box:

- Black: Bread and Cereal Group
- Red: Meat, Fish, and Poultry Group
- Blue: Milk and Dairy Group
- Green: Fruits and Vegetables

MILK AND DAIRY GROUP

BREAD AND CEREAL GROUP

MEAT, FISH, AND POULTRY GROUP

FRUITS AND VEGETABLES GROUP

RECIPE SUGGESTIONS FROM RECIPE BOXES

NOTE: Quantity prepared depends on number of people being served.

Meat, Fish, and Poultry GroupHot Dogs

1. Drop hot dogs into a saucepan of 2 cups of boiling water for about 10 minutes.
2. Spread one side of each hot dog roll, on a piece of bread, with butter.
3. Place bread slices on baking sheet and top each with 1 slice of American cheese.
4. Put hot dog on top of each cheese slice.
Fold over to make a triangle shape.
Fasten with wooden toothpicks. Melt some butter in small pan over low heat.
5. Brush each triangle with the melted butter.
Set oven control to Broil (and/or 550°).
6. Broil sandwiches with tops 4 or 5 inches from heat about 2 minutes, or until golden brown.

Fruits and Vegetables GroupPotato Salad

1. Boil potatoes until fork goes gently through each potato.
2. Peel potatoes and cut into small pieces.
3. Put into a bowl, mix in salt and pepper, mayonnaise, onion, and a dash of sugar.

Bread and Cereal GroupRolls (for each hot dog)Milk and Dairy ProductsCheese (to go on each hot dog)



~ Menu ~

Meat, Fish, and Poultry Group:

Dairy Group:

Bread and Cereal Group:

Fruits and Vegetables Group:



"TRY THIS" BOX

ACTIVITIES

MEAL

1 Hot Dog
1 Hot Dog Roll 1 cup milk
1/2 cup potato chips 1 cupcake
1 tablespoon relish
1 tablespoon mustard

1. Draw a picture of this meal.
2. List each thing on a sheet of paper.
3. Get the Calorie Counter book.¹
4. Next to each food, look up and list the number of calories.
5. How many calories are in each food item and how many calories are in the meal?

¹ A to Z Diet Guide and Calorie Counter (North Miami Beach, Florida: Merit Publications, Inc., 1975.)

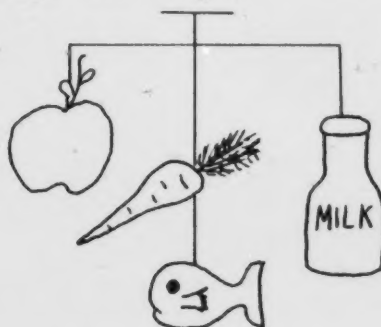
FOOD MOBILE

1. Make a mobile of the four food groups.

Be sure to include something from each group.

LOOK AT THE MOBILES IN THE ROOM FOR EXAMPLE

2. Use paper and yarn. (Would a magazine help?)



TELL OR SHOW

1. Read these questions.
2. Get a sheet of paper and answer them.

A PICTURE MAY BE CUTE TO
ANSWER A QUESTION

- A. Why do you get hungry after playing?
- B. Why should you wash your hands before you eat any kind of food?
- C. Why should you wash apples or other fresh fruits before you eat them?
- D. How do foods help you to grow and keep healthy and strong?
- E. What different kinds of foods does your body need every day?
- F. What different kinds of foods are made partly out of milk?
- G. What foods are grown in your community?
- H. What plants can you grow in your room?

1. Get the small cereal boxes labeled #1.
2. Look at the nutrients on the side of the boxes.
3. Which cereal would be the best for you to eat? Why?
4. Get a sheet of paper and answer Question 3.

Kellogg's Cereals:	Corn Flakes
	40% Bran Flakes
	Rice Krispies
	Sugar Pops

1. Use the individual filmstrip viewer and watch, "Finding Out How Foods Are Used in the Body."¹
2. Get a sheet of drawing paper and fold it into four parts.
3. Label each section with one of the basic four food groups.
4. Draw at least three foods in each group.

¹Society for Visual Education,
(S.V.E.), Chicago, Illinois.

Here is one boy's menu for a day.
Check to see if he had enough foods of
the right kind:

Breakfast

1 dish cornflakes; 1 cup milk; 1 orange;
1 jelly sandwich

Lunch

1 serving pork short ribs; 1 serving
cabbage slaw; 1 slice corn bread; 1 cup
buttermilk

Supper

2 pancakes; syrup and margarine; 1 cup
buttermilk; 1 peach

Snack

1 peanut butter sandwich

1. Take a sheet of lined paper and fold it into four sections.
2. Title each section with one of the four food groups.
3. List the foods, on the paper, according to the food group it belongs.

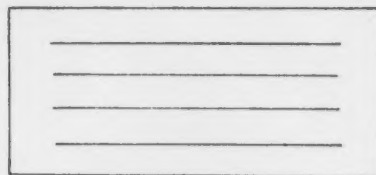
DID HE HAVE ENOUGH FOODS
OF THE RIGHT KIND TODAY?

TELL OR SHOW

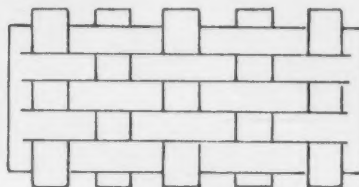
1. Why must some foods, such as milk, butter, eggs, and ice cream, be kept cold all the time?
2. Why are some foods, such as bread and baked goods, kept covered with paper in the market?
3. Why is it better to eat cake at the end of a meal than at the beginning?
4. Why should you eat meat or fish every day?
5. What kinds of fruits and vegetables do you like to eat?
6. What kinds of meats, breads, and cereals do you like to eat?

MAKE A PLACE MAT!

1. Get a sheet of construction paper and cut horizontal lines--not all the way to the edge:



2. Get several strips of paper and weave them between the cuts going over and under:



3. Put the strips close together.

DO YOU NEED A PLACE MAT
AT HOME?

READ THIS POEM

Vegetables

by Rachael Field

A carrot has a green fringed top;
A beet is royal red;
And lettuces are curious
All curled and run to head.

Some beans have strings to tie them on,
And, what is still more queer,
Ripe corn is nothing more or less
Than one enormous ear!

But when potatoes all have eyes,
Why is it they should be
Put in the ground and covered up--
Where it's too dark to see?

1. Copy the poem.
2. Draw a picture of each vegetable in the poem next to where it is mentioned in the poem.

CAN YOU LEARN THIS POEM?

1. Get some magazines and cut out pictures of food.
2. Paste these pictures on a piece of 9" x 12" oak tag.

MAKE YOUR DESIGN INTERESTING

3. Display your work--give it a title on the other side.

WHAT YOU ARE DOING IS CALLED A COLLAGE

1. Read Eat and Grow.¹
2. At the end of the story, there are eleven activities to do.
3. Pick four of the activities and complete them.

DID YOU PUT YOUR NAME
ON EVERYTHING?

¹Eat and Grow (Minneapolis, Minnesota: General Mills, 1955).

1. Read the story booklet on Digestion.
2. Answer the questions below on a sheet of paper.

Questions

- A. Why does digestion start in your mouth?
- B. What does saliva do?
- C. Where does the food you swallow go?
- D. What carried the digested food from your intestines?



Materials

Writing paper
Construction paper
Pencils
Crayons
Stapler
Blank cassette tape
Cassette tape recorder

Rules for Discussion

Finished work pocket

"First Day" Activity Dittoes

"Second Day" Activity Dittoes

"Third Day" Activity Dittoes

Procedure for Study Prints

Study Prints

Study Print Dittoes

Procedure

1. As a group, read the "Rules for Discussion" carefully.
2. Make a folder for your work on the first day in this section.
3. On the first day, get the "First Day" Activity Dittoes, on the second day, the "Second Day" Activity Dittoes, and on the third day, the "Third Day" Activity Dittoes.
4. Read each ditto carefully with the group, discuss the main idea of it, and then complete the ditto.
5. On the back of the ditto, write in your own words what this ditto was about.
6. Put all work in your folder and place it in the finished work pocket.
7. Read and do the "Procedure" for each set of study prints. Place completed work in your folder.
8. Complete your booklet of activities in this section.

9. Make a Table of Contents for your booklet.
10. Now color in the dittoes, decorate your booklet, and fasten it together.

WHAT TITLE DID YOU GIVE YOUR BOOKLET?

11. On the last day in this section, the group leader will set up the cassette player to record. Use the blank tape for this.
12. Think of the activities you have done in this section. When it is your turn to record, be sure to tell one way to keep your body healthy.

IDENTIFY WHO YOU ARE WHEN YOU SPEAK.

If time allows, complete all unfinished work in this section.

RULES FOR DISCUSSION

1. One person speaks at a time.
2. Do not interrupt the speaker.
3. Speak so only your group can hear you.
4. State the topic.
5. Tell what you know about the topic.
6. Come to a conclusion.

"FIRST DAY" ACTIVITY DITTOES

Review Exercise

Telling Time

Clean Hands

Print one of these words in the right sentence:

vegetables

water

toothbrush

open

fresh air

straight

twice

slowly

milk

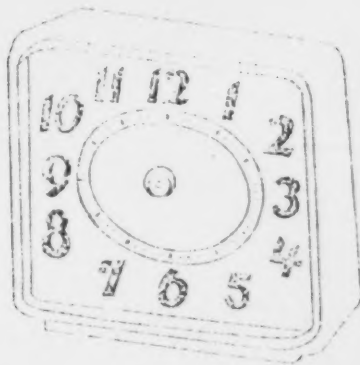
fruit

candy

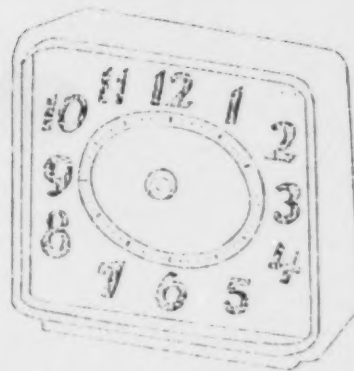
ten hours

1. We should brush our teeth twice a day with a _____.
2. We should eat two kinds of _____ every day.
3. We should drink four glasses of _____ every day.
4. We should sleep with our windows _____.
5. We should exercise every day in the _____.
6. We should bathe at least _____ a week.
7. We should eat our food _____.
8. We should stand very _____ at all times.
9. We should drink six glasses of _____ every day.
10. We should sleep _____ every night.
11. We should not eat _____ between meals.
12. We should eat three pieces of _____ each day.

1. Make this clock tell your getting up time.



2. Make this clock tell the time your school starts.



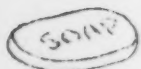
3. Draw a clock. Make this clock tell your lunch time.

4. Draw a clock. Make this clock tell when your school is out.

5. Draw a clock. Make this clock tell your dinner time.

6. Draw a clock. Make this clock tell your bed time.

Clean Hands



soap

Clean hands keep us healthy.



water



brush

Clean hands make us look nice.



cloth

Clean your hands with soap and water.

Which picture comes first? Second? Third? Write 1, 2, or 3 in the box.



"SECOND DAY" ACTIVITY DITTOES

Review Exercise

The Story of a Cold

Keeping Teeth Healthy

REVIEW EXERCISE

30

Write "Yes" after the sentences that are true and "No" after the sentences that are not true.

-
- | | |
|---|-----------|
| 1. Drink four glasses of milk every day. | 1. _____ |
| 2. Stay up late at night. | 2. _____ |
| 3. Have regular hours for meals and sleep. | 3. _____ |
| 4. Sleep ten hours at night with the windows open. | 4. _____ |
| 5. Drink tea and coffee every day. | 5. _____ |
| 6. Fight with your brothers and sisters each day. | 6. _____ |
| 7. Play a part of each day out of doors. | 7. _____ |
| 8. Brush your teeth twice a day. | 8. _____ |
| 9. Sleep every night with your windows closed. | 9. _____ |
| 10. Eat fruit every day. | 10. _____ |
| 11. Take a bath at least twice a week. | 11. _____ |
| 12. Comb your hair once a week. | 12. _____ |
| 13. Eat candy between meals. | 13. _____ |
| 14. Eat fresh vegetables every day. | 14. _____ |
| 15. Have regular hours for work and play. | 15. _____ |
| 16. Use your handkerchief when you cough or sneeze. | 16. _____ |
| 17. Drink milk to make your teeth hard and strong. | 17. _____ |

Color the pictures. Cut them apart. Make a story with the pictures. Paste the pictures at the top to make a book.



"Ker-choo," said Jean.

The Story of a Cold



The school nurse said,
"You have a bad cold.
You have to go home."

This is Dr. King.



Put Jean to bed.
Give her some juice.
Have her rest.



Here, Jean.
This is good for colds.



Colds are not fun.

Next Day.



Next day Jean was
better. Jean could get up.
She looked at books.
She played dolls.
She took a rest.



"A cold?" said Mother.
"Get into bed.
I will call Dr. King."



"Hello, Jean. We are
happy to see you." 21



- | | | |
|-----------------------------------|-----|----|
| 1. I brush my teeth often. | Yes | No |
| 2. I brush my hair often. | Yes | No |
| 3. I brush my teeth after I play. | Yes | No |
| 4. I like to keep my teeth clean. | Yes | No |
| 5. I like to keep my hands clean. | Yes | No |
| 6. I brush my teeth after I eat. | Yes | No |
| 7. Milk is good for my teeth. | Yes | No |
| 8. Toast is good for my teeth. | Yes | No |
| 9. Clean teeth look nice. | Yes | No |

Draw a line under Yes or No.

"THIRD DAY" ACTIVITY DITTOES

Riddles

Right Foods

Health Rules

RIDDLES

19

Read each riddle carefully. Then choose the right word and write it on the line after each riddle. Draw each riddle.

I am a fruit.

1.

I grow on a tree.

I am red or yellow or green.

Sometimes I am large and sometimes I am small.

What am I?

Write my name on this line. _____

an orange a peach a pear an apple a banana

I am a beverage.

2.

I come from a cow.

I am white.

I am a perfect food.

Boys and girls should drink a quart of me every day.

What am I?

Write my name on this line. _____

coffee tea cocoa orange juice tomato juice milk chocolate

I hang in your bathroom.

3

I am very small.

You should use me twice a day.

I help keep your teeth clean.

What am I?

Write my name on this line. _____

a handbrush a toothbrush a scrubbing-brush a fingernail-brush

RIGHT FOODS

29

In the list below find the names of the foods that you might have for a good breakfast, lunch, or dinner. Print them in the right space.

bread

carrot

pudding

orange

cookies

toast

crackers

peas

cake

milk

pear

coffee

apple

meat

cocoa

egg

lettuce

cereal

tomato

grapes

beets

soup

sandwich

potato

A Good Breakfast

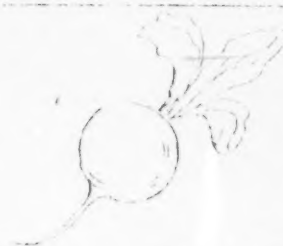
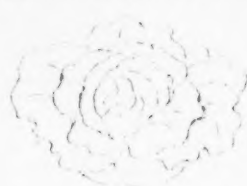
A Good Lunch

A Good Dinner

Health Rules

Put an X on the picture that does not belong.

Eat vegetables.



Eat fruit.



Eat a good breakfast.



Be neat.



Sleep 11 hours each night.



Drink ☐ ☐ ☐ ☐ of milk each day.



PROCEDURE FOR STUDY PRINTS

1. On the first day in this section, you will be looking at study prints 1, 2, and 3.
2. Each study print has a ditto with questions.
3. Your group leader will go over each study print and its questions with the group. Everyone will answer the questions.
4. On the second day, do study prints 4, 5, and 6.
5. On the third day, do study prints 7 and 8, and ditto number 9.

REMEMBER, THIS WORK IS TO BECOME
PART OF YOUR FOLDER AND COMPLETED
BOOKLET.

STUDY PRINTS^{1,2,3}Study Print

- | | |
|----|--|
| #1 | Checking Out an Order |
| #2 | Preparing Meat |
| #3 | Store Dairy Manager |
| #4 | Using Milking Equipment |
| #5 | Serving Produce Customers |
| #6 | Agriculture--Business
Occupations |
| #7 | Customer Service |
| #8 | Consumer and Homemaking
Education Occupations |

¹From "Supermarket Helpers" (Chicago: Society for Visual Education--S.V.E.).

²From "Dairy Helpers" (Chicago: Society for Visual Education--S.V.E.).

³From "Learning About Careers" (Elgin, Illinois: David C. Cook Publishing Company, 1974).

STUDY PRINT DITTOES

Name _____

Checking Out An Order

(#1)

1. What happens at a check-out counter?
2. How does a cash register help the checker.
3. What happens to the money the checker takes in?
4. What does the checker do if a customer gives
the checker \$20.00 for a \$17.50 order?
5. Who is the man helping the checker, and what
is he doing?
6. What is the woman in the coat getting ready to
do?
7. What season do you think it is?

Name _____

Preparing Meat

(#2)

1. Where does the meat sold in supermarkets come from?
2. What are the men doing in this picture?
3. What is the title of a person who works with meat?
4. What is the white machine in the middle right side of the picture called, and what is it used for?
5. Where in the supermarket would you find these men?
6. Name three kinds of meat: _____
7. Why are these men dressed in white?

Name _____

Store Dairy Manager

(#3)

1. How are dairy products different from canned goods?
2. Why is it so important to keep the dairy department so clean?
3. Where do most dairy products come from; for example, cheese and butter?
4. How much is the cottage cheese today? _____
What was it yesterday? _____
5. Name five dairy products you see: _____

6. Use at least four sentences telling what the job of a supermarket dairy manager is (use the other side of this paper).

Name _____

Using Milking Equipment

(#4)

1. What is happening in this picture?
2. Why must it be so clean?
3. What else is a cow used for besides milk?
4. What other way is there to milk a cow?
5. Where does the milk go after it is taken from
the cow?
6. What is milk used for?
7. Where is the milking taking place?
8. How old is the man?

Name _____

Serving Produce Customers

(#5)

1. How is selling produce different from selling
canned goods?
2. Why is produce sometimes on sale?
3. Name five fruits or vegetables from this picture:

4. What is the man doing?
5. Is this the only section of the supermarket?
6. What is the lady using to carry her food?
7. What kind of stamps does this store give out?

Name _____

Agriculture--Business Occupations

(#6)

1. What is this man doing?
2. Where does this man work?
3. What does this picture have to do with the
supermarket?
4. What season do you think it is?
5. Why would the man need a hat?
6. Use at least four sentences to tell what a
farmer's job is.

Name _____

Customer Service

(#7)

1. Where is this scene taking place?
2. What can you get in aisle nine?
3. How many people are in this picture?
4. What five things can you get in a supermarket
besides food? _____

5. Why are some foods in the cold case?
6. What are the man and woman in front talking
about?
7. What is selling for 10¢ today?

Name _____

Consumer and Homemaking Education Occupations

(#8)

1. Where are the boy and man in the left picture?
What are they doing?
2. Name four things they have bought: _____

3. What are the three people doing in the upper
right-hand corner?
4. What is in the sandwich they are eating?
5. What is the man doing in the lower right-hand
corner?
6. What is he trying to warn people about?
7. What is the name of his career?

Name _____

Draw a Poster

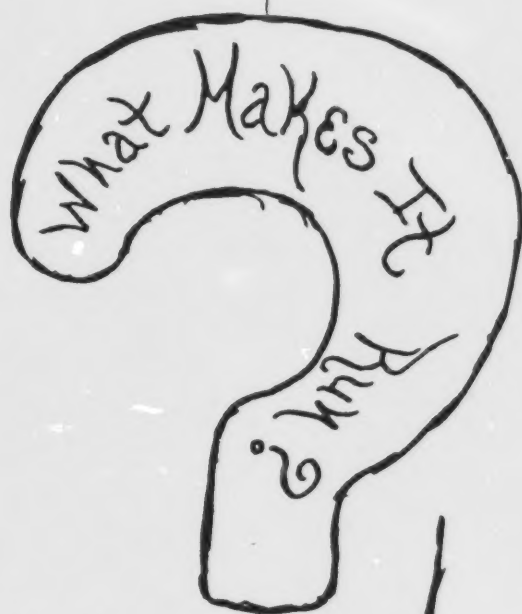
(#9)

1. Use this space to draw a poster warning people not to leave rat poison where children can get it.

CENTER C

ALCOHOL, TOBACCO, AND DRUGS

Section



Materials

White lined paper

White construction paper (for
cover page drawing and painting
of Nerve Cell)

Colored paper for diagramming
(green, pink, blue)

Pencils

Crayons

Hole punch

Paper fasteners

2 buckets of water

Water colors

Paint tin

Filmstrip projector

Cassette tape player

Experience Story: The Respiratory System

Filmstrip and Cassette Tape on The Respiratory
System

Filmstrip: "Nervous System"

Finished Pocket

Procedure

1. With your group leader, read carefully the experience story The Respiratory System. Be sure to follow all of the directions in the story. Put your completed work in the Finished Pocket.

2. View the filmstrip on the "Nervous System." As you watch the filmstrip, listen for:
 - a. How messages from all parts of your body get to the brain.
 - b. How these messages are answered.
 - c. What is a reflex?

3. Get three sheets of colored paper for diagrams and one sheet of lined paper for notes. Notes are to be taken on the following:
 - a. What makes up the nervous system?

STOP

-----the projector when you get to this.
Diagram it using the colored paper.

THIS SHOULD TAKE ABOUT THREE MINUTES.

- b. When you see a Nerve Cell,

STOP

-----the projector and diagram the cell.
(There are five slides for this, so divide your colored paper into five sections.)

DON'T TAKE TOO LONG!

1	2
3	
4	5

c. Look for words like:

motory nerves	axon
sensory nerves	synopse
dextrites	

Can you find out what they mean from the filmstrip?

USE YOUR LINED PAPER!

d. Choose one slide from the film showing the brain.

STOP

-----the projector; draw and label it.

e. From the filmstrip copy, answer this question on your sheet of lined paper:

What is a reflex?

4. After viewing the filmstrip, look over these procedures again. You should have one page of written notes and the following diagrams:

- a. The Nervous System
- b. Nerve Cell
- c. Brain

5. Using two paper fasteners, make a "Nervous System Booklet." Use a sheet of white, unlined paper for your cover page.

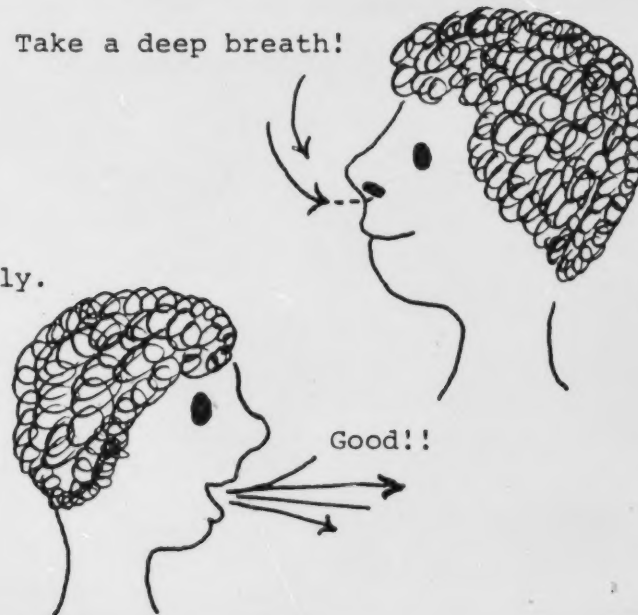
6. If you have time, do a water color of the nerve cell. Use one color and give it an interesting name. See who can figure out what it really is!!

EXPERIENCE STORY

The Respiratory System

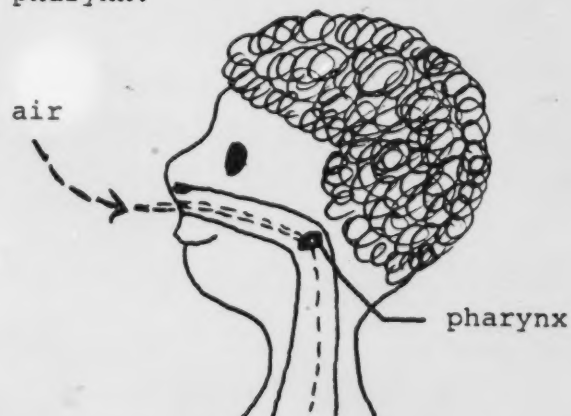
Everybody! Take a deep breath!

Now let it out slowly.

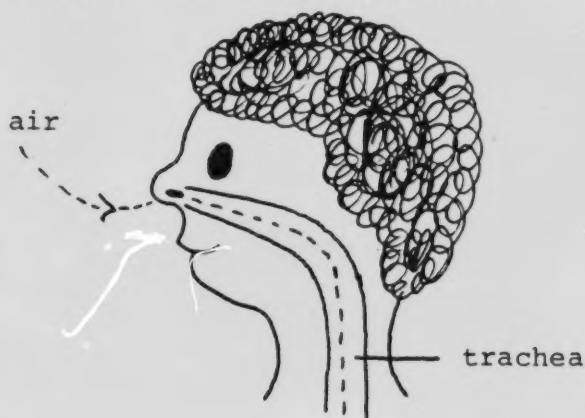


The air you just breathed in took a little trip before it came out again.

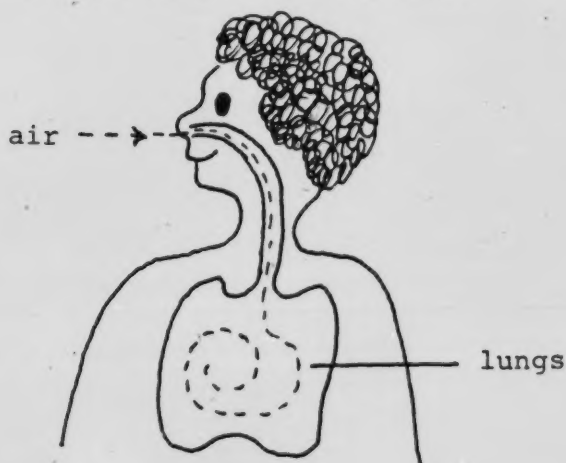
The nose sent the air to the back of your throat, to a place called the pharynx.



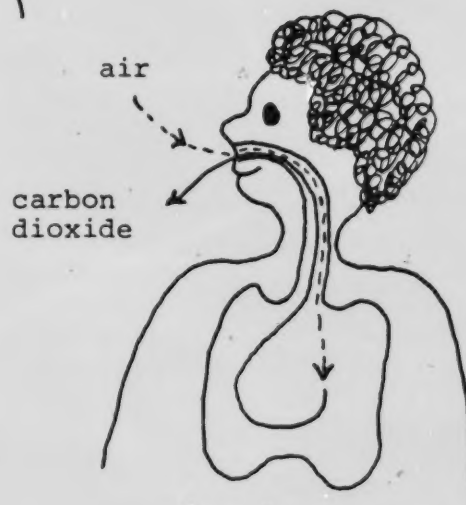
From there it went down to the trachea.



From the trachea it went to your lungs.



After the air finishes its job in the lungs, it returns to the atmosphere using the same path it took to enter the body, only now it is called carbon dioxide.



QUESTIONS

The Respiratory System

DIRECTIONS: Copy and answer the following questions from the experience story on The Respiratory System.

1. When you breathe, where does the air go first?
2. When you breathe, where does the air go second?
3. When you breathe, where does the air go third?
4. What is air called when you breathe out?

EXTRA CREDIT QUESTION

5. Why should you breathe through your nose and not your mouth?

Section 2



Materials

Drawing paper
Squares of colored construction paper
12" x 18" oak tag
Pencils
Crayons
Scissors
Paste
Magazines
Newspaper
Record player
Cassette tape player
Filmstrip projector or Dukane

Record: "Feelings"

Packet #1: Drug Questionnaire

Filmstrip and Cassette Tape: "I Won't Get Hooked"

Poem: The Ugly Child

Finished Pocket

Procedure

1. Set up the record player and listen to the song entitled, "A Face" on the record "Feelings."
Think about how you are feeling today.
2. You are now going to show those feelings.
3. Get these materials:
 - a. One sheet of drawing paper;
 - b. A box of crayons;
 - c. One square of each color of construction paper;
 - d. A pair of scissors
 - e. Paste;
 - f. Newspaper to cover your area.
4. With your brown crayon, draw a big outline of a face shape.
5. Use your scissors and colored squares to cut out eyes, nose, eyebrows, ears, lips, etc.
6. Paste these shapes on your drawing paper to show how you feel today.
7. Put your name at the top of your paper with a pencil; then write a sentence about how you feel at the bottom of your paper.

8. Display your pictures to show the mood of your group.
9. Clean up. Put all materials away.
10. Get Packet #1 (Drug Questionnaire) and a pencil.
11. Fill out Part I of the Drug Questionnaire.
12. Now listen to the cassette tape "I Won't Get Hooked." (If the filmstrip projector is available, also view the filmstrip.)
13. Read the statement on Part II of your Drug Questionnaire. Answer the question.
14. Put this sheet in the Finished Pocket.
15. With the group leader, read the poem, The Ugly Child.

GROUP LEADER: Ask your group this question:

Because a person is very pretty on the outside, does it make him/her beautiful? Why? Think about it!

TAKE NO MORE THAN FIVE MINUTES
TO DISCUSS THIS QUESTION.

16. Get a sheet of 12" x 18" oak tag, a magazine, scissors, paste, and newspaper to cover your area.
17. Make a collage about love, peace, and happy things.
18. Clean up.
19. With your group, re-read the poem, The Ugly Child.

IS THERE ANYONE WHO KNOWS THE
POEM BY HEART?

20. Copy the poem in your best handwriting.
21. Draw a picture of the Ugly Child.
22. What makes a person beautiful? Write a story about this.
23. Make a "Poetry Booklet." Your Table of Contents should have:
 - (a) Poem: The Ugly Child
 - (b) Illustration
 - (c) What Makes a Person Beautiful?
24. Fasten your booklet together. Don't forget your title and your name on the cover page.
25. Clean up.

PACKET #1: DRUG QUESTIONNAIRE

Name _____

Date _____

Part I

1. Have you ever thought about using drugs? ☐ Yes
☐ No
2. Do you know anyone who takes drugs? ☐ Yes
☐ No
3. Do you think it would be beautiful
to be "high" all the time? ☐ Yes
☐ No
☐ Don't know
4. Is it easy to get drugs? ☐ Yes
☐ No
☐ Don't know
5. Do you think drugs can effect
your personality? ☐ Yes
☐ No
☐ Don't know
-

Part II

The two people in the story, "I Won't Get Hooked,"
took drugs. Do you think that taking drugs can be
beautiful? Why, or why not?

POEM

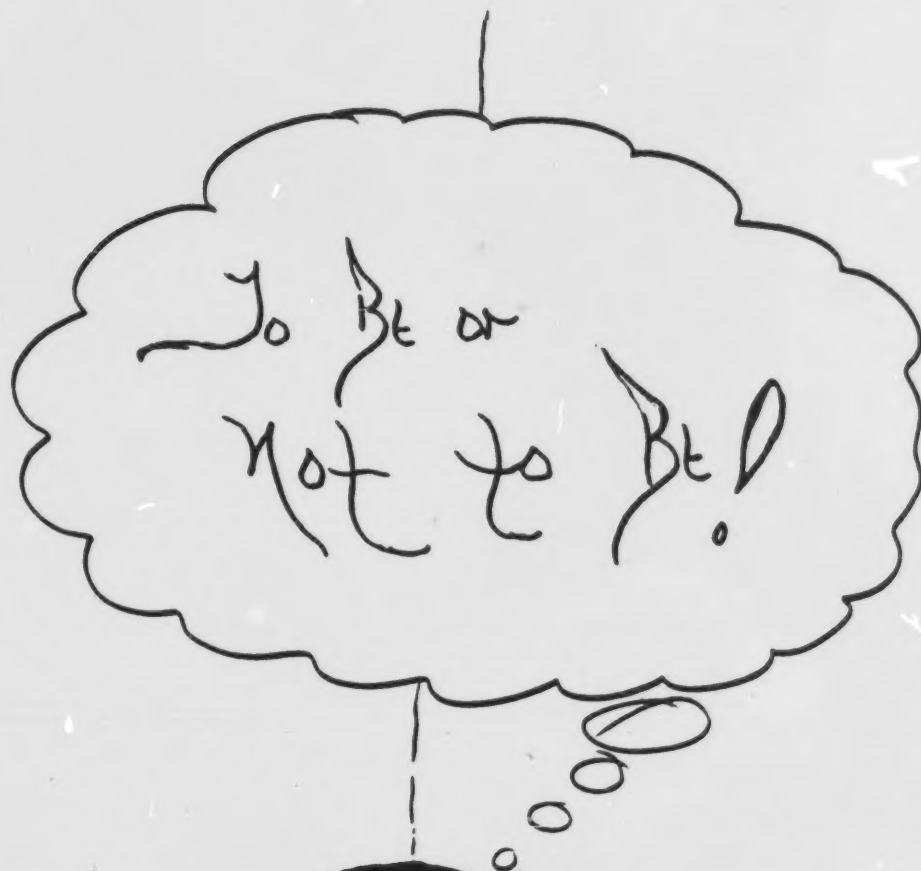
The Ugly Child

(by Unknown)

I heard them say I'm ugly
I hoped it wasn't true
I looked into the mirror
To get a better view
And certainly my face seemed
Uninteresting and sad
I wish that either it was good
Or else just very bad.

My eyes are green, my hair is straight
My ears stick out, my nose has
 freckles on it all the year
I'm skinny as a hose
If only I could look as I
Imagine I might be
Oh, all the crowds would turn and bow
They don't--because I'm me.

no-foos
y



203

215

Be

Materials

White lined paper
Drawing paper (for booklets)
Pencils
Stapler (to fasten booklet--
or whatever you choose)
Cassette tape player
Filmstrip projector

Filmstrip: "My Mother Works in a Drugstore"

Filmstrip Follow-up Ditto

Cassette Tape: "Wake Up, Everybody"

Study Print #1: Squad Car and Policeman

Study Print #2: Crime Lab Technician

Experience Story (#1): Squad Car Officers

Experience Story (#2): Crime Laboratory

"Occupations" Game Board

Two "Occupations" Packets with Cars and Dice

Career Books

Procedure

1. Set up the filmstrip projector and view the film, "My Mother Works in a Drugstore."
2. Copy and answer the questions on the "Filmstrip Follow-up Ditto."
3. Pass out paper and pencils. Set up the cassette player and listen to the tape, "Wake Up, Everybody."
4. From the tape, list the careers you hear.

YOU MAY HAVE TO LISTEN AGAIN.

5. Now, pick one of those careers and tell how that career could help make a better world.
6. Look at Study Print #1. Read the experience story with your group. Copy the story; then write a paragraph answering the question in the story. Put completed work in the Finished Pocket.
7. As a group, read the directions to "Occupations." Divide your group into two and play "Occupations"--a game of careers.

WATCH THE CLOCK! PLAY THE GAME
NO LONGER THAN TWENTY MINUTES.

8. Clean up.
9. Look at Study Print #2. Read the experience story which goes along with it with the group.
10. Copy the story; then write a paragraph answering the question in the story.
11. Make a "Career Booklet" of all the activities you have done in this section. Depending on your arrangement, make a Table of Contents. Put the completed booklet in the Finished Pocket.
12. Read a Career book.

FILMSTRIP FOLLOW-UP DITTO

My Mother Works in a Drugstore

1. The person who runs a drugstore is called the druggist. What is another name for a druggist?
2. What is the job of a druggist?
3. What can you buy at a drugstore?
4. Name three duties of a drugstore clerk.
5. What does part-time work mean?
6. Why are receipts important sometimes?
7. How does the inventory sheet help the druggist order goods?
8. What would you need from the drugstore if you sprained your ankle?
9. What does "to charge something" mean?
10. How does the doctor help the pharmacist?

STUDY PRINT #1

Squad Car and Policeman¹

¹From "Learning About Careers" (Elgin, Illinois: David C. Cook Publishing Company, 1974).

EXPERIENCE STORY

(#1)

Squad Car Officers

The two police officers in this picture are patrolling their beats in a squad car. When they are not on call, they drive up and down the streets and alleys on their beat, constantly alert to any sign of trouble. Sometimes they get out of the car to check homes, stores, or buildings, or to investigate suspicious situations. When a call is relayed from headquarters, as is shown in this picture, the patrolmen respond immediately.

Suddenly the patrolmen receive a call. What was the call? What did the patrolmen do?

STUDY PRINT #2

Crime Lab Technician¹

¹From "Learning About Careers" (Elgin, Illinois: David C. Cook Publishing Company, 1974).

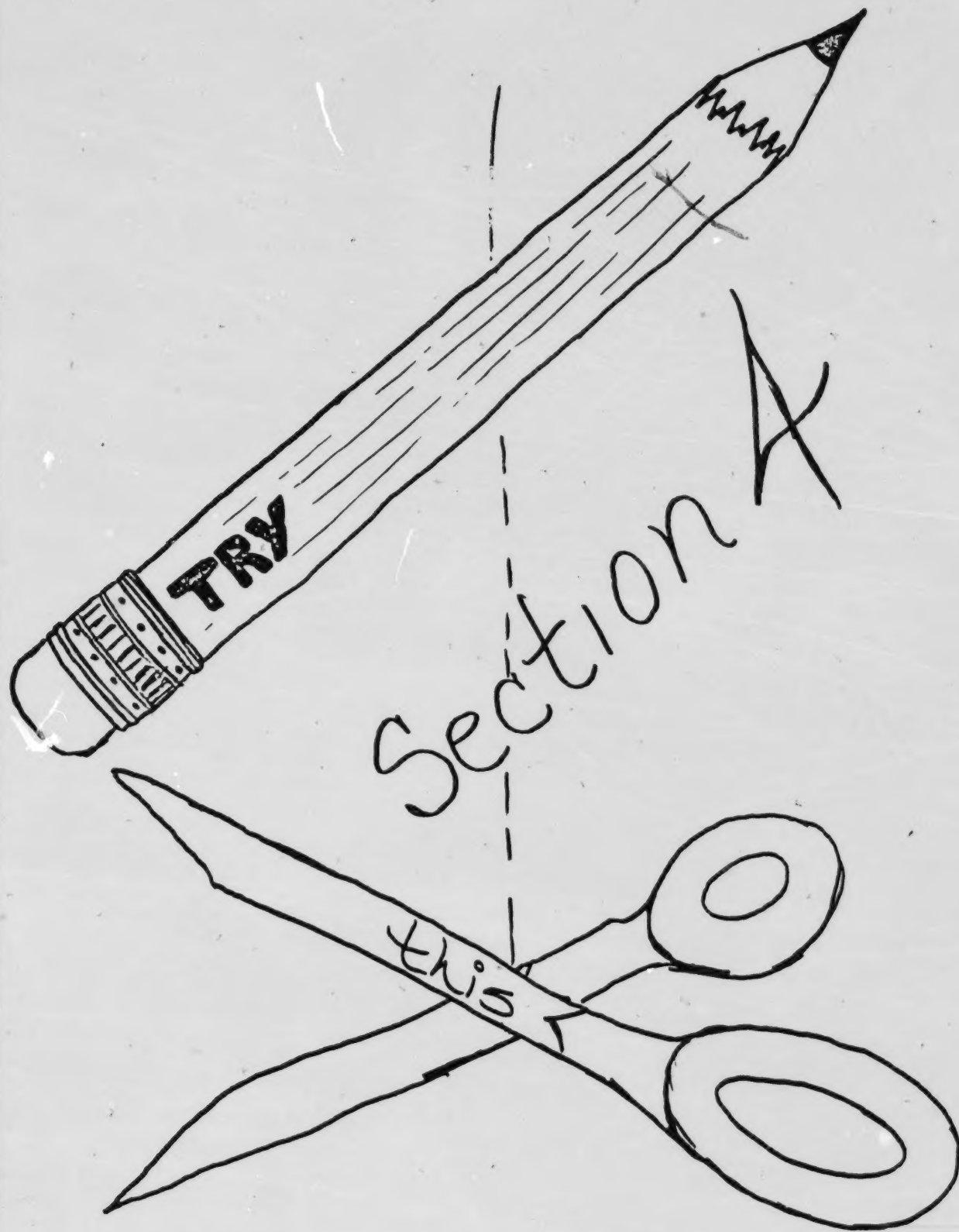
EXPERIENCE STORY

(#2)

Crime Laboratory

Today, much police work is done by specially trained police helpers who work behind the scenes in what is known as scientific crime detection. The police technician in the foreground is carefully studying evidence under the microscope to determine its contents. By such studies, policemen solve crimes.

What did the technician find? What was the crime he helped to solve?



Materials

White lined paper
Pencils
Crayons
Cassette
Filmstrip projector or Dukane

Health Book: Health 5 (by Oliver Byrd)

"What Are the Effects of Alcohol on the Body?"
"Growing and Making Wise Decisions About Drugs"

Educational T.V.

Filmstrip: Tobacco

TRY THIS Box

Finished Pocket

Individual Activities

Drawing paper
White lined paper
Pencils
Crayons
Paint
Paint tin

Procedure

1. On the first day in this section, read and discuss with your group the story entitled, "What are the Effects of Alcohol on the Body?" (from Health 5, by Oliver Byrd).
2. What do you think an alcoholic looks like? Draw it.

LET'S WATCH T.V.

3. Get Educational T.V. and turn to Channel O.D.
4. Look at the advertisements. Complete the activity under each advertisement.
5. When you come to the red page, STOP! It is time to go off of the air.
6. Put the T.V. back where it belongs, then go to the "TRY THIS" Box.
7. Put your completed work in the Finished Pocket.
8. On the second day in this section, view the filmstrip on Tobacco.

9. List on a sheet of paper five reasons why you should not smoke.
10. Get Educational T.V. Follow the same procedure for T.V. viewing as you did on the first day.
11. Go to the "TRY THIS" Box.
12. On the third day in this section, read the story entitled, "Growing and Making Wise Decisions About Drugs" (from Health 5, by Oliver Byrd).
13. Write a paragraph telling what you would do if someone offered you drugs.
14. Go to Educational T.V. Follow the same procedure as you did on the first day.
15. Go to the "TRY THIS" Box.

REMEMBER TO PUT ALL COMPLETED
WORK IN THE FINISHED POCKET.

STORY

What Are the Effects of Alcohol in the Body?

When alcohol is taken into the body, it goes almost at once through the walls of the stomach and small intestine and then enters the blood stream. The alcohol is then carried to all parts of the body, including the brain.

When alcohol reaches the brain, it has its greatest effect. Because alcohol is a depressant, it slows your body down. Then a person cannot think or act clearly, as he would do normally.

If a person drinks and drinks, he won't be able to walk straight, to talk clearly, or to see well.

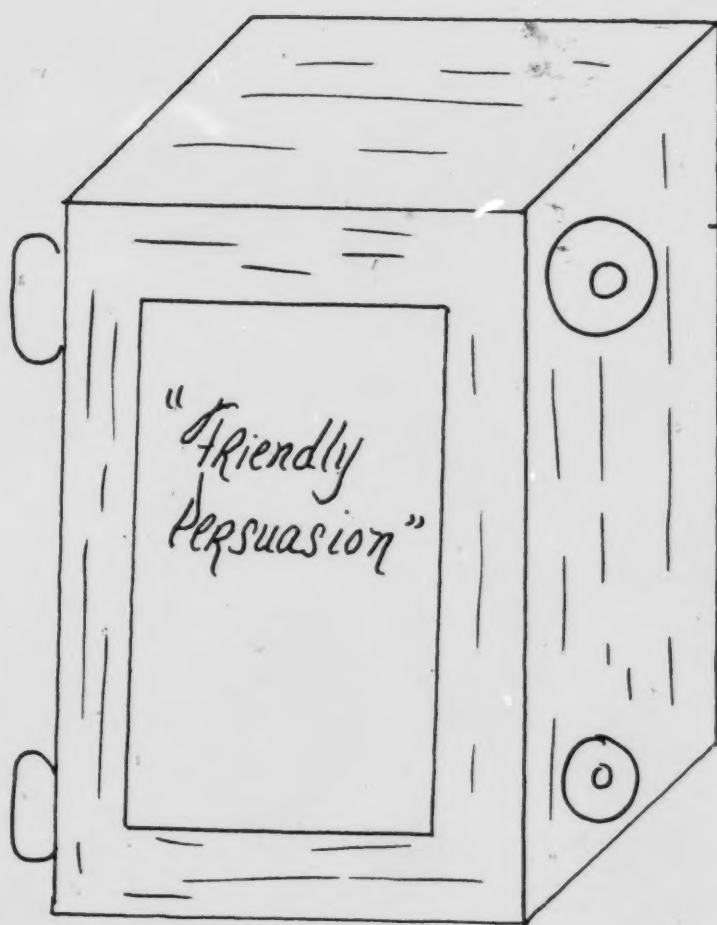
He may lose his appetite and become ill because the body is not getting the right foods. He may also lose strength in the muscles.

Because alcohol affects what the body can do, airline pilots cannot drink twenty-four hours before flying a plane.

Alcohol leads to many accidents and deaths.

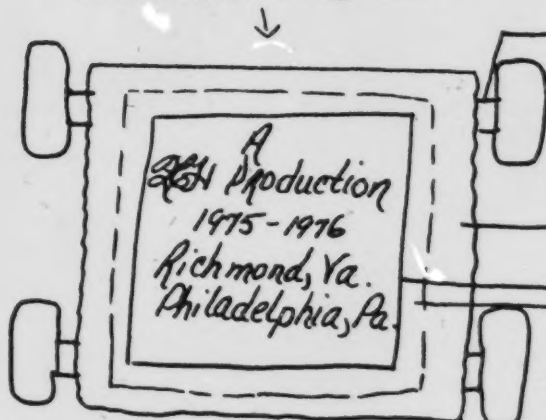
T.V. Tachistoscope

217



large
cardboard
box
covered with
colorful
contact
paper

Inside the box

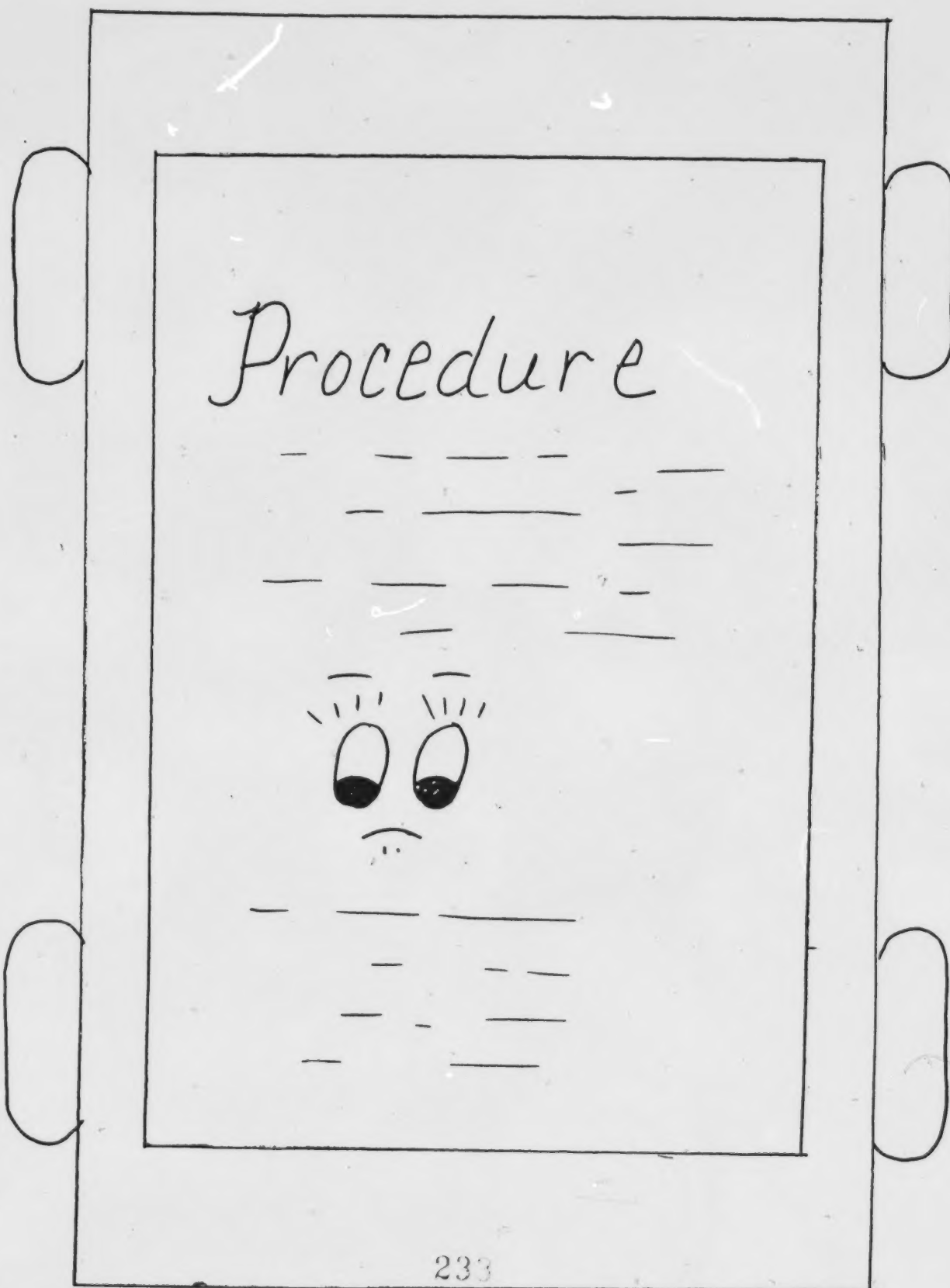


dowel sticks

knobs

burlap

advertisement
covered with
clear contact
paper.



1st Episode

The Drink
is on You!



2nd Episode

Wait a
Breath!



3rd Episode

Drugs?!!

Not Me !!



I'm no
Dope

STORY

Growing and Making Wise Decisions About Drugs

An important decision that may face you in the years ahead is whether or not to try drugs. Some drugs, if used right, can cure some illnesses. When drugs are used just for kicks, they can be dangerous.

A person who is trying to make wise decisions as he grows up will carefully think about the following:

1. "Eye-openers," "pep pills," and "Bennies" are names given to stimulant drugs. It speeds up the nervous system. If used improperly, a person can become nervous, excited, shaky, and unable to sleep. Pep pills may even make a person commit a crime.

2. "Reds and blues," "goofballs," and "barbs" are names given to depressant drugs. They slow the nervous system down. If too much is taken, it can cause a slowdown in breathing and even cause death.

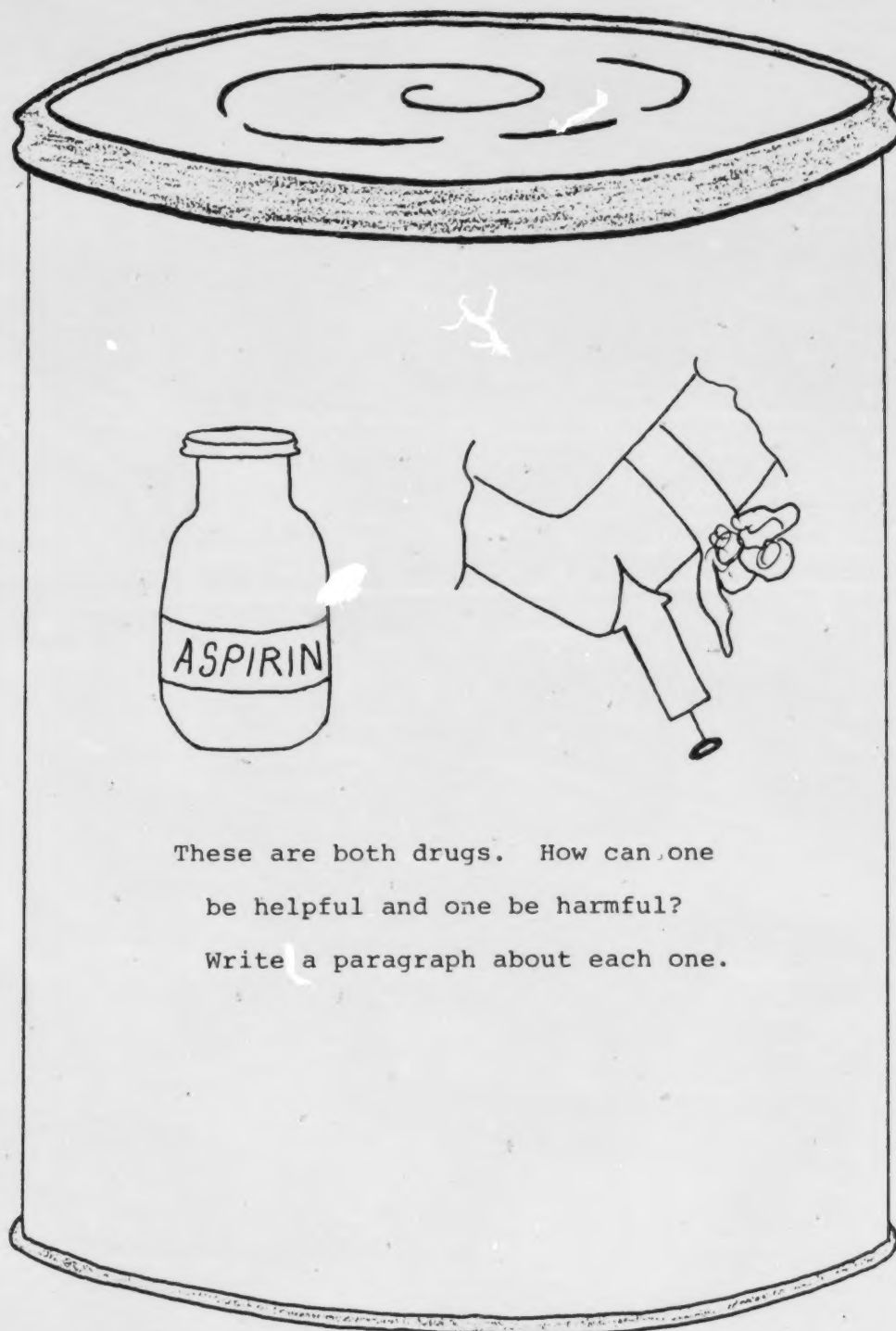
3. Smoking "pot" or "grass" (marijuana) is illegal. You can be fined or sent to jail for having it.

4. LSD is a drug that can make a person's brain change the ways in which messages of sight, sound, touch, or taste come to it. Even small amounts can cause mental changes. It is illegal to buy, sell, or use LSD.

"TRY THIS" BOX

ACTIVITIES

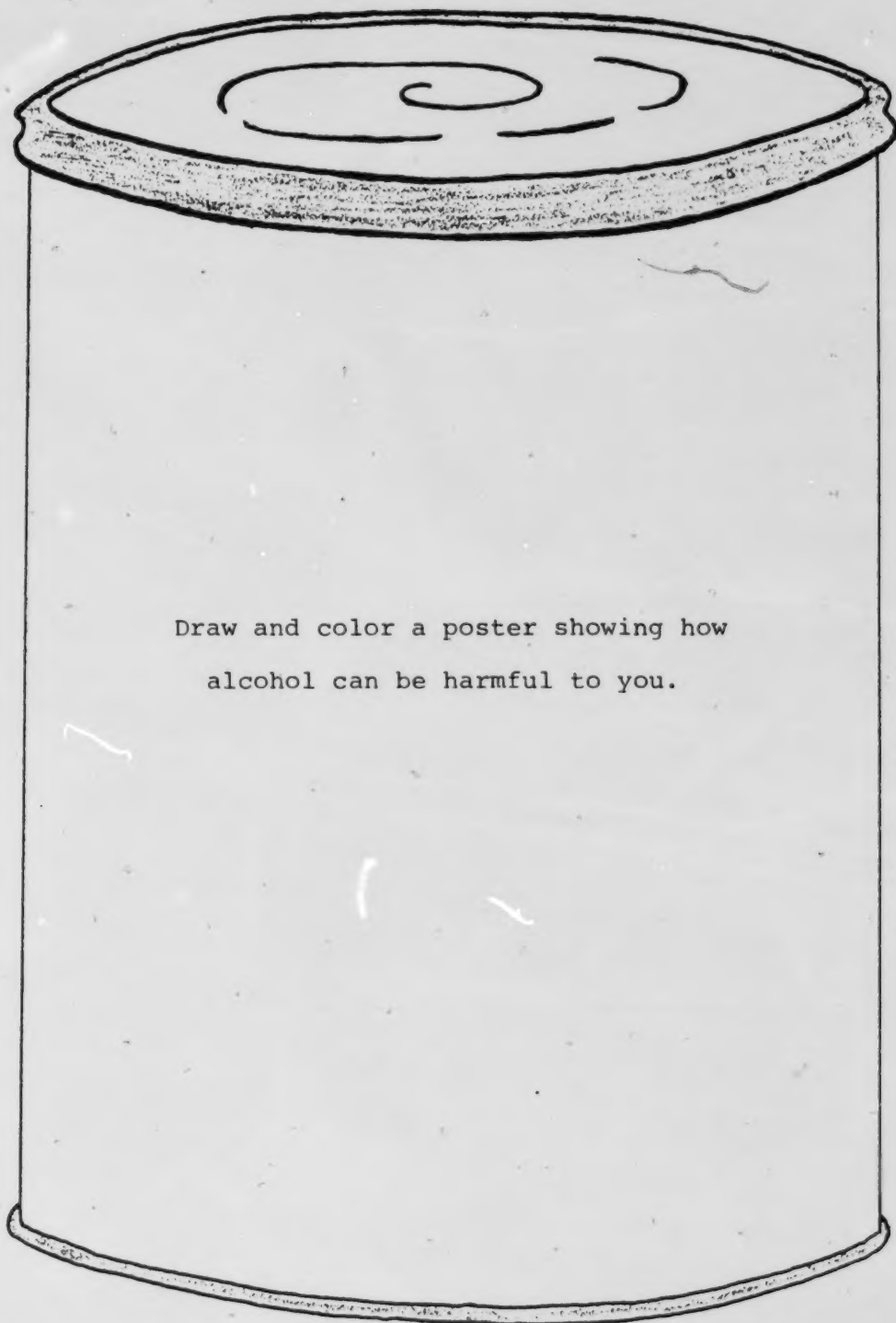
Scrolls were made using colored sheets of paper with printed directions, backed with a colored felt square. The scrolls were rolled up and placed in a Pringle Can which was covered with colorful contact paper.



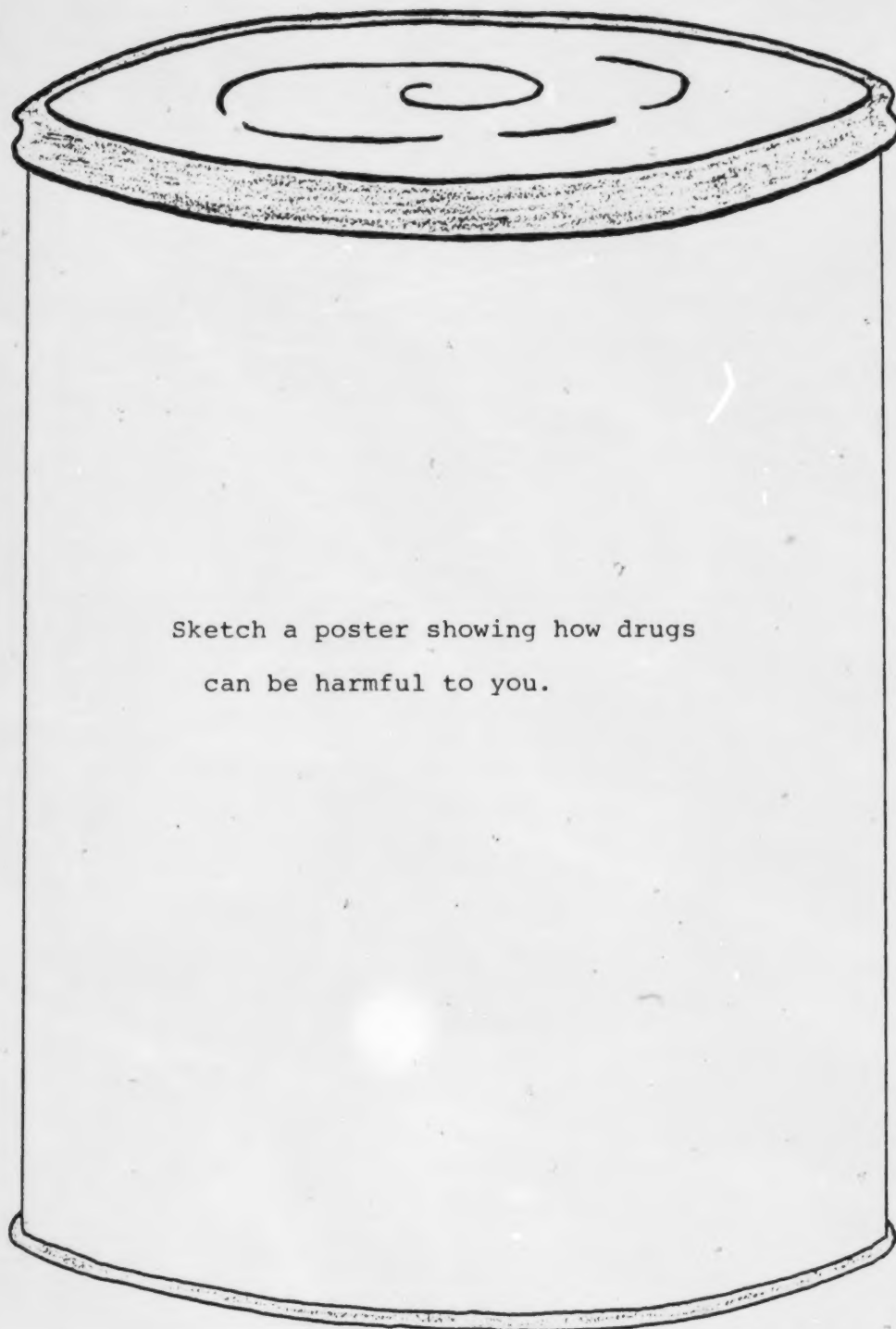
These are both drugs. How can one
be helpful and one be harmful?
Write a paragraph about each one.

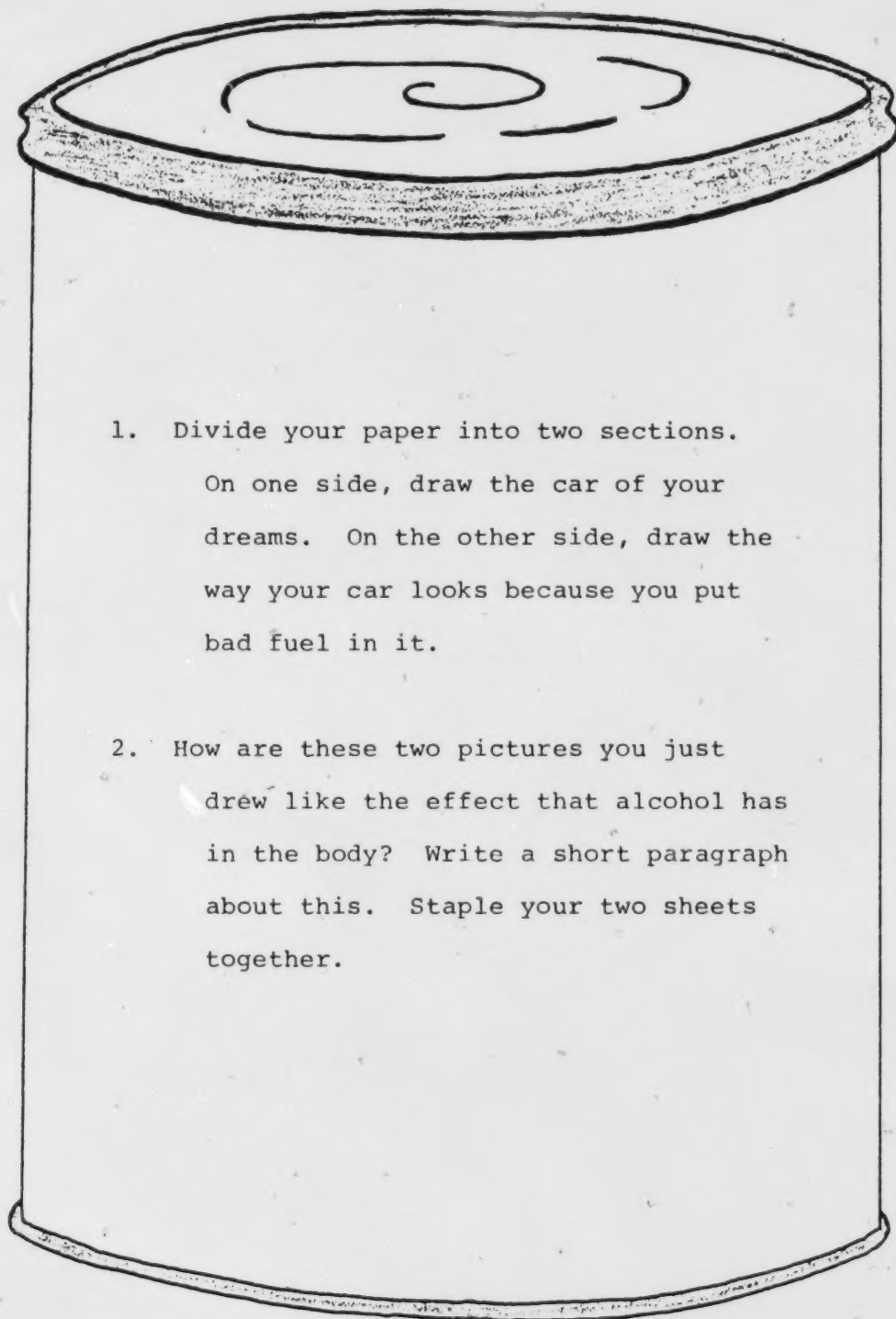


Paint a poster trying to get people
to stop smoking. Use your
imagination and a catchy title.



Draw and color a poster showing how
alcohol can be harmful to you.

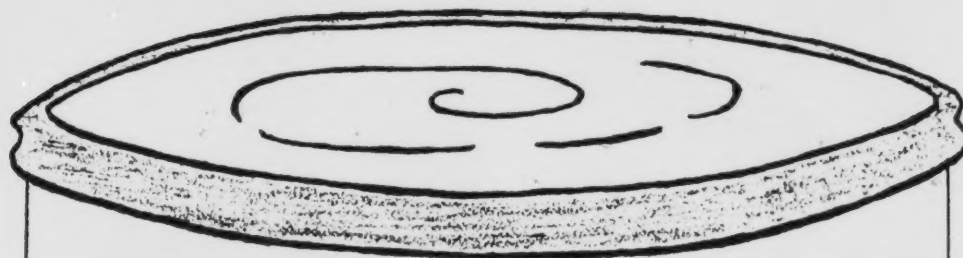




1. Divide your paper into two sections.

On one side, draw the car of your dreams. On the other side, draw the way your car looks because you put bad fuel in it.

2. How are these two pictures you just drew like the effect that alcohol has in the body? Write a short paragraph about this. Staple your two sheets together.



Make a T.V. Schedule for Educational
T.V. Channel O. D.

EXAMPLE

<u>Time</u>	<u>Program</u>	<u>Station</u>
7:00 p.m.	Virginia Slim Special	Channel O. D.

USE YOUR IMAGINATION FOR
YOUR PROGRAM TITLES



Materials

Writing paper	Pencils
Drawing paper	Crayons
Index cards	Cassette tape recorder
Rubber bands	Blank cassette tape

Problem Story #1 (First Day)

Problem Story #2 (Second Day)

"Choice Cards" Chart--Problem Story #1
(First Day)

"Choice Cards" Chart--Problem Story #2
(Second Day)

"Choice Cards" Box

Sheet #3--Problem Story #1 (First Day)

Sheet #3--Problem Story #2 (Second Day)

Rules for Discussion

Decisions Questionnaire

Decision-Making Box

Decision-Making Cards

"If Time Permits" Chart

"Teenagers in Danger" Ditto

"Human Emotions" Chart

Procedure

On the first and second days in this section, you will follow this procedure:

1. Get the "Problem Story" from the packet.
2. Read the story with your group.
3. Think about the problem in the story.
4. Look at the chart showing a set of Choice Cards and read the sample choices.
5. Make your own set of Choice Cards on index cards.
6. Turn your "Problem Story" card over.
7. Think about your problem found in the story.
8. Divide your Choice Cards into what you think the person should or shouldn't do.
9. Get Sheet #3 and follow the directions.
10. Put a rubber band around your set of Choice Cards; then put them in the Choice Cards Box.
11. Return the "Problem Story" to where it belongs.
12. If you are finished before time runs out, read and do the "If Time Permits" Chart.

On the third day in this section, follow this procedure:

1. Fill out your "Decisions Questionnaire."
2. Go to the Decision-Making Box and get a card.
3. Read your card carefully, think about it, and come to a decision.
4. Read your problem to your group and discuss it with your group.

REMEMBER YOUR "RULES FOR DISCUSSION"

5. After each member in your group has made their decision, you are ready to SPEAK ON IT.
6. Get the cassette player and blank tape. Set it up to record. Each member in turn will identify himself/herself, read his or her problem, and then tell what decision he/she came to.

DON'T FORGET THE "IF TIME PERMITS" CHART

FIRST DAY

PROBLEM STORY #1

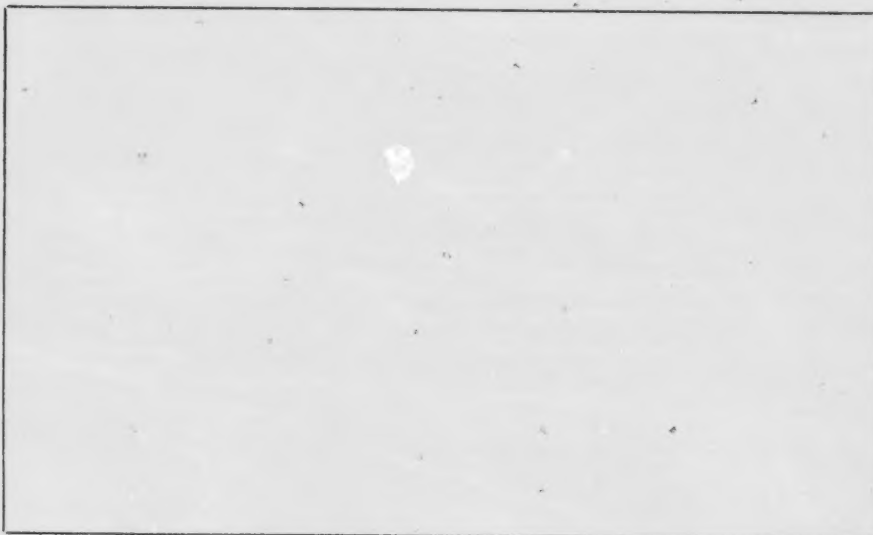
READ THE FOLLOWING:

A new child has moved to your block and is also in your class at school. Of course, he would like to be happy in the new school and neighborhood and to have friends. What things should he do to make friends and what things shouldn't he do?

TAKE A SET OF "CHOICE CARDS" AND DIVIDE THEM.

I think the new child:

SHOULD DO



SHOULDN'T DO



"CHOICE CARDS" CHART

Problem Story #1

LEARN TO RIDE A BIKE	BRING MONEY TO SCHOOL
GET A BIKE	WEAR NICE CLOTHES
GET A LIBRARY CARD	BELONG TO A CHURCH
GET GOOD GRADES	BRING TOYS TO SCHOOL
LET HIS HAIR GROW	BRING CANDY TO SCHOOL
DO THINGS FOR THE TEACHER	READ COMIC BOOKS
WORK IN CLASS	DO HOMEWORK

SHEET #3

Problem Story #1

Name _____

Date _____

TAKE EACH PILE OF YOUR "CHOICE CARDS" AND LIST THEM.

I think the new child:

SHOULD DO

SHOULDN'T DO

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

240

SECOND DAY

255

PROBLEM STORY #2

READ THE FOLLOWING:

Joseph and Matthew were waiting for the school bell to ring so that they could go into the building. There were many children in the school yard because it was almost time for school to begin. They were by the fence, just standing and talking. Suddenly, Matthew ran, stopped, and picked up something. Joseph went over to his friend to see what Matthew found. Matthew had a brown wallet in his hand. He opened it excitedly and pulled out six dollars. Matthew laughed and shouted, "Now I can buy a whole lot of candy!" Joseph wasn't sure what Matthew should do but he did say, "Do you think you ought to keep all that money?" Matthew laughed and said, "Sure do!" Joseph and Matthew started towards the school door because the bell was ringing.

What do you think Matthew should have done with the money and wallet?

TAKE YOUR SET OF "CHOICE CARDS" AND DIVIDE THEM.

I think Matthew:

SHOULD DO



SHOULDN'T DO



"CHOICE CARDS" CHART

Problem Story #2

GIVE THE MONEY TO THE UNITED FUND	DO WHAT PEOPLE WHO TRUST ME WOULD WANT ME TO DO	
	KEEP THE MONEY BUT TAKE THE WALLET TO THE LOST AND FOUND	
DO WHAT IMPORTANT PEOPLE THINK IS RIGHT	TRY TO FIND OUT WHO THE WALLET BELONGS TO	
	BUY CANDY AND SHARE IT WITH HIS FRIENDS	
BUY MOM A NICE GIFT	SPLIT THE MONEY WITH HIS FRIEND	
	BUY THE SCHOOL SUPPLIES YOU NEED WITH THE MONEY	

SHEET #3

Problem Story #2

Name _____

Date _____

TAKE EACH PILE OF YOUR "CHOICE CARDS" AND LIST THEM.

I think Matthew:

SHOULD DO

SHOULDN'T DO

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

THIRD DAY

RULES FOR DISCUSSION

1. One person speaks at a time.
2. Do not interrupt the speaker.
3. Speak so only your group can hear you.
4. State the topic.
5. Tell what you know about the topic.
6. Come to a conclusion.

DECISIONS QUESTIONNAIRE
(Social Studies Guide--Third Year)

Name _____

Date _____

1. Do you decide what clothes to wear to school?

☐ Yes
☐ No
☐ Sometimes

2. Do you decide what clothes you are going to wear on the weekend?

☐ Yes
☐ No
☐ Sometimes

3. Do you decide what kind of bike to buy?

☐ Yes
☐ No
☐ Sometimes

4. Do you decide what you are going to buy with your own money?

☐ Yes
☐ No
☐ Sometimes

5. Do you decide what T.V. programs to watch in the evening?

☐ Yes
☐ No
☐ Sometimes

6. What are your two favorite programs at that time?

7. Do you decide what time to do your homework?

☐ Yes
☐ No
☐ Sometimes

CARDS FROM DECISION-MAKING BOX

I'M IN CHARGE OF MY TABLE IN THE LUNCHROOM. TOM IS ALWAYS GETTING OUT OF HIS SEAT AND PLAYING AROUND, BUT WHEN I TELL HIM TO SIT DOWN AND BE QUIET, HE TELLS ME TO SHUT UP. WHAT SHOULD I DO?

I'M SO ANGRY THAT I DON'T KNOW WHAT TO DO. MY LITTLE SISTER JUST TORE UP MY HOMEWORK, AND I TOOK SO MUCH TIME WITH IT. I CAN'T KEEP ANYTHING AROUND HERE. WHAT SHOULD I DO?

I FEEL LIKE CRYING. EVERYTHING WENT WRONG TODAY. I LOST A GLOVE AT SCHOOL, AT SUPPER I HAD AN ARGUMENT WITH MY BROTHER, AND NOW I CAN'T UNDERSTAND MY HOMEWORK. WHAT SHOULD I DO?

I LIKE ALL OF MY WORK TO BE NICE AND NEAT, BUT SOMETIMES I MAKE LITTLE MISTAKES. THE TEACHER DOESN'T LIKE FOR THE CLASS TO ERASE, BUT IT'S JUST A LITTLE MISTAKE SO I ERASE ANYWAY. EVERYTIME I GET CAUGHT SHE TAKES MY PAPER, RIPS IT UP, AND MAKES ME BEGIN AGAIN. WHAT SHOULD I DO?

I TOLD MY PARENTS WHAT I NEEDED FOR SCHOOL. THEY GOT SOME OF MY SUPPLIES, BUT NOT ALL OF THEM BECAUSE THEY DON'T HAVE THE MONEY. EVERYDAY I GET AN "E" IN WORK HABITS BECAUSE I'M NOT PREPARED. WHAT SHOULD I DO?

CARDS FROM DECISION-MAKING BOX (continued)

EVERYDAY MY TEACHER GETS ON ME ABOUT TALKING, BUT ALL I'M REALLY DOING IS ASKING MY NEIGHBOR A QUESTION OR ANSWERING A QUESTION FOR MY NEIGHBOR. WHAT SHOULD I DO?

EVERYTIME I PLAY IN THE SCHOOL YARD WITH MY FRIENDS, THE BOYS IN ANOTHER CLASS JUMP IN THE GAME WITHOUT ASKING. WHEN WE TELL THEM WE HAVE ENOUGH PLAYERS, THEY GET MAD AND TRY TO START FIGHTS. WHAT SHOULD I DO?

MY TEACHER IS ALWAYS GETTING ON ME ABOUT MY HOMEWORK. I TRY TO FINISH IT ALL, BUT IT SEEMS THAT I'M ALWAYS INTERRUPTED BY SOMEONE AT HOME. I HAVE DISHES TO DO, AND I HAVE TO HELP MY BROTHER WITH HIS HOMEWORK. WHAT SHOULD I DO?

I'M REALLY GOOD IN SCHOOL. I GET ALL OF MY WORK DONE AND, IF SOMEONE ELSE IS HAVING TROUBLE WITH THEIR WORK, I GO OVER TO THEM AND TRY TO HELP THEM. MY TEACHER GETS ANGRY AND TELLS ME TO SIT DOWN. I'M ONLY TRYING TO HELP. WHAT SHOULD I DO?

SOMEONE IN THE ROOM IS ALWAYS PICKING ON ME, BUT WHEN I TRY TO DEFEND MYSELF THE TEACHER ALWAYS GETS ON ME ABOUT IT. WHAT SHOULD I DO?

CARDS FROM DECISION-MAKING BOX (continued)

SOMETIMES I GET SO HUNGRY IN SCHOOL THAT I SNEAK MY CANDY IN THE CIGAR BOX AND EAT IT WHEN I THINK THE TEACHER'S NOT LOOKING. BUT EACH TIME SOMEONE TELLS ON ME AND THE TEACHER MAKES ME THROW IT AWAY. WHAT SHOULD I DO? LUNCH ISN'T UNTIL 12:00, AND I'M STARVING BY THAT TIME.

SOMETIMES I FEEL LEFT OUT OF THINGS. MY FRIENDS ALWAYS GO DIFFERENT PLACES TOGETHER BUT THEY NEVER ASK ME. WHAT SHOULD I DO?

I DON'T FEEL LIKE I HAVE ANY FRIENDS IN MY ROOM. EVERY TIME I TRY TO MAKE FRIENDS, THEY IGNORE ME. WHAT SHOULD I DO?

"IF TIME PERMITS" CHART

1. Get the sheet entitled "Teenagers in Danger" (Social Studies Guide--Third Year) and complete it.
2. Look at the chart entitled "Human Emotions" (pictures showing different human emotions). On a sheet of paper, number it from one to six. Use these words to show how the girl feels for each group of pictures:

worry	anger	happiness
sadness	fear	excitement

3. Draw a picture of yourself when you are happy, sad, excited, afraid. Label each picture.
4. Write a story that begins:
"Once I felt very happy when"
5. With your group, call on people to act out different human emotions. Have the group try to guess the emotion.
6. Look at each study print. On a sheet of paper, tell what the emotion is from the picture and what would make that person feel that way. Be sure to put the study print number beside each of your answers.
7. Write a letter to a friend or your teacher about a problem you are having. Ask them for their advice on what you should or shouldn't do.

TEENAGERS IN DANGER
(Social Studies Guide--Third Year)

Name _____ Date _____

Even if you are not a teenager yet, you know a lot about them. Maybe you have an older brother or sister. Below is a list of adjectives that could be used to describe teenagers. Circle the ones that you think really fit these older kids. Then check off in the next columns how often they are really that way.

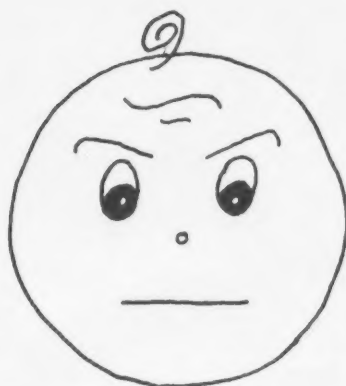
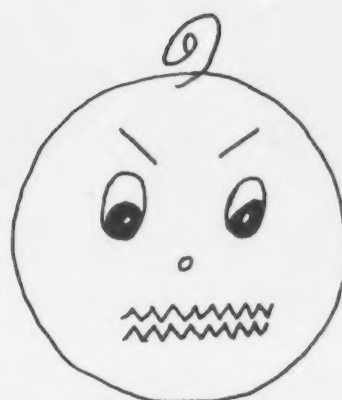
ADJECTIVES:	Sometimes	Always	Never
Happy			
Kind			
Smart			
Noisy			
Selfish			
Mean			
Helpful			
Wild			
Dumb			
Brave			
Bossy			
Nice			
Funny			
Scared			
Nosy			
Popular			

Now, look at your neighbor's list. Does it seem to be alike or did he mark it a different way? Discuss these ways to describe teenagers.

STOP AND THINK

What do you really know about teenagers now that
you have thought about it?

HUMAN EMOTIONS



PART II

CAREER DAY CULMINATING ACTIVITIES

255

270

PREFACE

Appropriate standards for evaluating the skills and concept elements of the tri-curriculum centers were built into the instructional program. It was understood, however, that to merely stress and evaluate these elements of the curriculum would be to overlook the value elements of the program which, with our children, were most important. Therefore, during the organization of procedures and building the classroom instructional program, the existing value elements inherited in the program and inherited value structures of the children were compared. These values would then be evaluated and sorted by the children, and those needed would be retained while the others would be rejected.

These aspects of the program are clearly stated in the lesson plans which follow. You will also find that the teachers developed systematically blank forms to be utilized throughout this learning experience.

TRI-CURRICULUM LEARNING CENTERS

Mathematics Lesson

At the end of the fifteen weeks of the tri-curriculum learning centers, in lieu of a report card, the children will be paid (with play money or check) \$5.00 per hour for academic and behavioral attainment, with standard deductions, pay for overtime, and other reasons for earnings. The base pay a child could earn is \$400.00. All forms and procedures were made to look as authentic as possible.

By Career Day, each child should have earned enough money to take care of needed Career Day expenses. One hundred (100) percent of the children will be exposed to practical situations involving careers; 90 percent of the children will be able to perform the following by Career Day:

1. Basic Banking Procedures: Fill out a check, make a deposit, a withdrawal, handle money, be able to make change from a \$20.00 bill, read a bank book, and read a pay stub.

2. Simple Bookkeeping Procedures.

Forms for Evaluating Child's Performance
in Centers

RATINGS: G = GOOD
F = FAIR
P = POOR

Child's Name _____

Group Number _____

Name of the Center _____

SECTION NUMBER:

Behavior

Performance
(completion of
work, neatness,
and following
procedures)

Attendance
(absent, late,
or fired)

1	2	3	4	5

Other:

DEDUCTIBLES

Amount Deducted

1.
2.
3.
4.
5.

Total

OVERTIME

Amount Added

1.
2.
3.
4.
5.

Total

PAY STUB

	Social Security Number	Location 0205	For Period Ending (CIRCLE ONE) 3/19 3/26 4/2 4/9 4/23	
Weekly Salary	Total Deductions	Total Overtime	Gross Earnings	
Federal Tax	State Tax	City Tax	Social Security Tax	NET PAY

CHECK

Name _____	417
_____ 19 _____	$\frac{3-5}{310}15$
Pay to the Order of _____	\$ _____
_____ Dollars	
THE SPRING GARDEN BANK	
1: 03601*00051:	Signature _____

274

259

275

3. Simple Geometry and Measurement Elements

based on theatre seating arrangements after having designed scale drawings of seating arrangements.

4. Be Able to Read and Follow A Schedule and Seating Arrangement.

For a more complete idea of the mathematics expectations, consult Chart 1, "Scope and Sequence--Mathematics Lesson."

Career Education Lesson

A sample lesson for Career Education dealing with interviewing skills can be found on page 262.

For a broader concept of the skills utilized in this lesson, check the Communicative Art Skills on Chart 2, "Scope and Sequence--English and Reading Lessons."

Chart 1

Scope and Sequence: Mathematics Lesson

Legend: O = Organizing and Interpreting Data
M = Measurement
G = Geometry
N = Systems of Numeration
W = Whole Numbers
F = Fractions

1. Earning A Salary

Play Money (M)
Bank Books (O)
Deposit Slips (M, W, O, N)
Checks (N, M, W)
Filmstrip: "What Is A Bank" (M)
Payroll Sheet (O)
Averages (W)
Percentage (W)
Social Security Number (N)
Column Addition (W)
Subtraction (W)
Pay Stub (O, N, W)

2. Keeping A Ledger

Bookkeeping (N, W, O)
Ledger (W)
Column Addition (W)
Division (W)
Subtraction (W)
Multiplication (W)
Debits and Credits (W)
Incoming (W)
Outgoing (W)

Withdrawals (W)
 Reservations (G, M, O, W)
 Banking (W, F, O, N)
 Pay (per hour/per week) (W, N)
 Postage (W, M)
 Checks (N, W, M)
 Cash (W, N, M)
 Change (W, N, M)
 Making A Table (O)

3. Seating Arrangements

Blueprinting: Reading and Designing (O, G)
 Charting (G, O)
 Designing of Seating Arrangement (O, G)
 Arranging the Seats:
 How many seats in a row? (W, G, O)
 How many rows? (W, G, O)
 How many seats at a table? (W, G, O)
 How many tables? (W, G, O)

Division (W)
 Multiplication (W)
 Addition (W)
 Subtraction (W)
 Scale Drawings (W, G, O)
 Design for Career Day Participants
 and the Children's Workshops (W, G, O)

4. Purchasing the Tickets

Tickets (W, N, M)
 Person in Booth (M, W)
 Play Money (M, W)
 Addition (W)
 Subtraction (W)
 Making Change (M, W)
 Times Office Is Open (M)
 Word Problems (W)
 Postage (W, M)
 Telephone (N, O)

5. Paying the Help (Workers)

Checks (W, M)
 Cash (Play Money) (W, M)
 Addition (W)
 Subtraction (W)
 Times (M)
 Dividing Duties (W, N)
 Floor Plan of Assignments (G, F, O, N)

SAMPLE ENGLISH LESSON

Career EducationI. Introduction to Interviewing

Today we are going to find out something new about each other. We will interview each other; then report to the class what we have learned.

Count off: 1, 2; 1, 2; etc. The 1's will interview the 2's first; then the 2's will interview the 1's. Write each answer in a complete sentence.

Begin: (10 TO 15 MINUTES EACH)

- A.
 - 1. What is your name?
 - 2. Where do you live?
 - 3. How old are you?
 - 4. When is your birthday?
 - 5. What is your Zodiac sign?
 - 6. Do you have any brothers or sisters?
 - 7. What is your favorite T.V. program?
 - 8. What is one thing that makes you happy?
 - 9. Have you ever been outside of Philadelphia?
Where?
 - 10. What would you like to be when you grow up?
Why?
- B. Write what you have learned about your new friend.

Now that we are finished our interviews, let's see what you have learned about your new friend. Read orally.

II. Interviewing Professional People

- A. Soon we will have Professionals visiting our classroom. Let's think about some general questions we would like to ask them. (WRITE ON EXPERIENCE PAPER) (LIST CHILDREN'S RESPONSES)

Questions to ask Professionals:

1. What is your profession?
2. What type of education do you need for this job?
3. How many years do you have to go to school?
4. What was your major in school?
5. What made you decide to choose this profession?
6. What do you like about your profession?
7. What do you dislike about your profession?
8. What instruments do you use, if any?
9. Do you have a special type of uniform you must wear?
10. Is there on-the-job training for this profession? Special training?
11. What type of experience do you need?
12. What would be your starting salary?
13. How long have you been in this profession?
14. What time do you go to work?

(The children will write their list of questions when finished.)

B. Activity:

After the children have written their list of "Questions to Ask Professionals," invite one of the professionals from your school to participate as a MYSTERY GUEST. Before the guest arrives, review the "Questions to Ask Professionals" with your class and have each child choose a question from that list to ask the guest. The guest should be concealed from the class and the questions and

answers should be repeated by the teacher to the class and to the guest.

After a number of questions have been asked and answered, direct the children to write and fill in these sentences:

1. I think the mystery guest's career is _____.
2. I think the mystery guest is _____.

When the students have finished filling in the sentences, ask three or four students to orally read their responses. Then invite the mystery guest in and introduce to the class. If time permits, resume questioning the guest about his career.

* DO NOT USE QUESTION NUMBER 1 IN THIS ACTIVITY

III. Conclusion

- A. Well, now that we know some of the questions to ask professionals about their careers, we are almost ready for the _____ show. Before we have our show, we must discuss our behavior as an audience and a host or hostess. The host and hostess will:

1. Introduce the guest to the class.
2. Ask him/her these questions:
 - a. What is your career?
 - b. What does your job entail?
 - c. What education did you need?
 - d. What made you choose this profession?

Then the audience will be allowed to ask questions to the guest about his/her career. The student questioners will be chosen by the host/hostess. After a number of questions have been asked, the host/hostess will thank the guest for his/her participation and should be escorted out of the room.

Chart 2

Scope and Sequence: English and Reading Lessons

SUBJECT AREA--COMMUNICATIVE ART SKILLS

1. Types of Reading

Short Stories
 American and English Folk Tales
 Fables
 Poems; Folk Rhymes
 Short Books
 Short Plays
 Fairy Tales
 Nature Stories
 American History, Biography, and Culture
 Language Experience Stories
 Historical and Biographical Sketches
 Career: Leisure Reading/Rock and Reading
 Short Books
 Folk Tales from Other Countries

2. Composition Techniques

Writing Career Stories
 Writing Story Ending
 Writing Letters: Friendly Letters
 Business Letters
 Invitation
 Thank-You Notes
 Making Reservations
 Filling Out Forms: Applications
 Blank Deposit Slips
 Blank Checks
 Bookkeeping Ledgers
 Written Reports: From T.V. Career Program
 Note-Taking
 Writing Original Sentences

3. Oral Skills

265A

Conversations Using: Telephone
Introductions
Interviewing
Extemporaneous Speaking

Tape Recording

Oral Reading and Speaking

Oral Discussion

Reciting Poems from Memory

Choral Reading

Invitations

Social Courtesies

Listening

Choral Recitation of Poems

Oral Reading of Own Stories

4. Handwriting

All things listed under "Composition Techniques"
and stressing the importance of proper Manu-
script and Cursive Handwriting form, as needed.

Proper Paper Arrangement

5. Vocabulary and Spelling

Using Figurative Language

Learning Sounds

Learning to Blend Sounds into Words

Spelling Phonetically Regular Words

Using a New Word in a Sentence

Writing Words from Dictation with Proofreading
(Self-Correction)

Deriving Word Meaning from Context

Choosing Synonyms and Antonyms

Classifications: Outlining
Word Recognition Skills
Phonetic Elements

Endings: __s; __ed; __es; __ing; __ly

Spelling Irregular Words

Proofreading Original Sentences for Spelling

Compound Words

Prefixes: un__; mis__; dis__; re__

Finding the Base Word

Spelling Longer Words 283

Suffixes: ness; less; er; ful; est

Shades of Meaning
Independent Syllabication
Hyphening Words
Contractions

265B

6. Dictionary and Research Skills

Using: Table of Contents
Title Page
Page Numbers
Index
Glossary
Follows Written Directions
Using: Parts of a Book
Topical Outline
Outlining
Mapping
Charting
Graphing
Reading Tables
Using: Indexing (use of card catalog)
Alphabetizing
Reference Books
Note-Taking
Diacritical Marks
Syllables and Accent
Dictionary for: Definitions
Syllabication
Accent Marks

7. Sentence Structure

Awareness of What a Sentence Is (through writing dictated sentences)

Singular and Plural: rock, rocks
dish, dishes
fly, flies
life, lives

Awareness of Sentence Structure: Subject
Verb
Object

265C

Parts of Speech: Noun
Pronoun
Verb
Adjective
Adverb
Prepositions and Their Objects
(prepositional phrases)
Appositives
Direct and Indirect Objects
Conjunctions
Verb Patterns

8. Usage and Style

Homonyms
Avoiding Double Negatives
Avoiding "Has" and "Is" After Plurals
Avoiding Fragmentary Sentences
Remembering the Period Between Two Sentences
Using "A" and "An" Correctly
Patterns of Irregular Verbs
Speaking of Self Last: Dale and I
Speaking of Another Person First: You and Elaine
Avoiding Too Many "And's"
Using "Those" and "Them" Correctly
Paragraphing: Indenting
Using a Topic Sentence
Starting a New Paragraph
Keeping to the Topic

9. Capitalization

Names of People
The Word "I"
First Word in a Sentence
First Word in What Somebody Says
Names of Places
Months of the Year
Days of the Week
First Word and Important Words in Titles: Mr.
Mrs.
Miss
Dr.
Names of People and Tribes
Names of Streets
All Words in the Address on a Letter

First Word of the Greeting in a Letter: Dear Jeanette.

Only the First Word of the Closing in a Letter:
Your friend,

265 D

First Word in a Line of Poetry

Initials

Holidays

Name of City, Town, State, Country

Name of People of a Country

Name of a Pet

Geographical Names

Organizations

Company

Business Firms

Section of a Country or World

Proper Adjective

Book Titles

Headlines

Poem Title

Report Title

Story Title

First Word in a Direct Quotation

First Word in a Main Topic or Subtopic of an Outline

10. Punctuation

Period at End of Sentences

Question Mark After a Question

Quotation Marks

Uses of Comma: Between Town or City and State

Day of the Month and Year

Greeting in a Friendly Letter

Closing in a Friendly Letter

Series of Words

After the Words "Yes" or "No"

Separate from a Direct Quotation
the Words at the Beginning of a
Sentence That Are Not Part of a
Quote

After a Direct Quotation When the
Quotation Is at the Beginning of
the Sentence

Addressing a Person

Before a Conjunction in a Compound
Sentence

25 E

Separate an Appositive

Separate Words like "but" and "too"
from the Rest of the Sentence

Conjunctions

Contractions

Exclamation Marks

Colon

Apostrophes: Possessive Nouns
(singular and plural)

Contractions

Possessive Nouns, Plural

CAREER DAY, 1976

Career Day, 1976 activities in Philadelphia, Pennsylvania and Richmond, Virginia began with the schedule as outlined below:

Schedule

9:00 - 9:30	Sign In
9:30 - 12:00	Workshops
12:00 - 1:00	Luncheon
1:00 - 1:45	Presentation: "ACHIEVEMENT IS AMERICA"

Staff, parents, and area professionals were invited by the three cooperating schools to attend specific Career Days and to participate in the scheduled activities.

Area professionals were specially asked to conduct a workshop in which they could present a brief lesson covering their specific vocation. Tables 1, 2, and 3 list the professionals who kindly accepted the invitation to enlarge our children's knowledge of some of the abounding careers perhaps awaiting them in the not-too-distant future, along with a brief description of their avocations.

Table 1

Philadelphia Area Participants Attending First, Second, and Third Graders'
Career Day in May, 1976

Name and Address	Occupation
Mr. Lowell Boulden 286 Echelon Road Apartment 5 Voorhees Township, N. J. 08043	<u>Author/Illustrator</u> An Author is a person who writes a book. An Illustrator is a person who draws pictures about what is in a book.
Mr. Al Dill Veterans in Public Service Ritter Hall, Room 262 Philadelphia, Pa. 19122	<u>Instructor of Teachers</u> A teacher also has to learn. A teacher goes to college to learn the best way to teach children to learn. Teachers need college Instructors to help them learn their special courses in order to receive their Teaching Certificate.
Mrs. Helen Edwards E. Washington Rhodes School 29th & Clearfield Streets Philadelphia, Pa. 19132	<u>Creative Dramatics</u> Creative Dramatics is learning by pretending. We pretend by using our eyes, nose, ears, mouth, and skin. By pretending, we learn how other people feel and act. We also learn how people felt and acted a long time ago.
Mr. Stafford Freeman Meredith School 5th & Fitzwater Streets Philadelphia, Pa. 19147	<u>Puppeteer</u> A Puppeteer is a person who makes and operates puppets. There are many different kinds of puppets. Puppets are used to put on shows and for entertainment.

Table 1 (continued)

Name and Address	Occupation
Mrs. Claire Friedman Spring Garden School 12th & Ogden Streets Philadelphia, Pa. 19123	<u>Secretary</u> A Secretary is a person who works in an office. Part of the job is to write letters, type, file, add up numbers, greet people and use the telephone. A Secretary is very important to the boss.
Mr. Gray 12th & Ogden Streets Philadelphia, Pa. 19123	<u>Dry Cleaner</u> A Dry Cleaner is a person who cleans clothes with a liquid other than water. The clothes are then pressed with a big iron. They are then put on a hanger and wait for someone to pick them up.
Mr. Gary Hannigan 2539 E. Clearfield Street Philadelphia, Pa. 19134	<u>Pharmacist</u> A Pharmacist is a person who prepares and gives out drugs, according to a doctor's prescription, from a drug store. A drug store sells many things other than drugs.
Ms. Rosalee Isinski 127 S. 17th Street Apartment 3 Allentown, Pa. 19104	<u>Medical Technologist</u> A Medical Technologist is a person who works in a laboratory. They help the doctor to find out what is wrong with a patient. They perform tests on the patient's blood or other body excretions to determine illness.
Mrs. Jean Johnson Copy Center 3457 Walnut Street Philadelphia, Pa. 19104	<u>Xerox Specialist</u> Xeroxing is the art of using a xerox machine to duplicate or make more than one copy of something printed on paper.

Table 1 (continued)

Name and Address	Occupation
Mrs. Regina Meacham Spring Garden School 12th & Ogden Streets Philadelphia, Pa. 19123	<u>Counselor</u> A Counselor is a person who is specially trained to listen to people who have a problem. They know ways to make you feel better and to solve your problems.
Mr. David Segal 1411 Walnut Street Room 820 Philadelphia, Pa. 19102	<u>Attorney at Law</u> A Lawyer is a person who is specially trained in the law. Laws are rules everyone must obey. When someone is accused of breaking the law, they need a Lawyer to defend them. A judge and jury decide if they are innocent or guilty.
Mrs. Marilyn Stumm Spring Garden School 12th & Ogden Streets Philadelphia, Pa. 19123	<u>Librarian</u> A Librarian is a person who works in the Library. A Library is a place where books are kept. The books are arranged in special order. These books may be borrowed by signing them out. A Library also has movies, filmstrips, tapes, and records.
Mr. George Woods WDAS Broadcasting Station Belmont and Edgley Road Philadelphia, Pa. 19131	<u>Artist</u> An Artist is a person who works with some form of art. An Artist can use crayons, paint, charcoal, pen and ink, pastels, or material to make a picture. A sculptor is an Artist who makes statues. There are many kinds of art and Artists.

Table 2

Philadelphia Area Participants Attending Third and Fourth Graders'
Career Day in May, 1966

Name and Address	Occupation
Ms. Shirlyn Bell Philadelphia General Hospital 34th & Civic Center Boulevard Philadelphia, Pa.	<u>Medical Technologist</u> A Medical Technologist is a person who works in a laboratory. They help the doctor to find out what is wrong with a patient. They perform tests on the patient's blood or other body excretions to determine illness.
Mrs. Betty Brinkley Samuel Daroff Elementary School 57th & Vine Streets Philadelphia, Pa. 19139	<u>Secretary</u> A Secretary is a person who works in an office. Part of the job is to write letters, type, file, add up numbers, greet people, and use the telephone. A Secretary is very important to the boss.
Rev. Albert F. Campbell Mt. Carmel Baptist Church 58th & Race Streets Philadelphia, Pa. 19139	<u>Minister</u> A Minister is a person who is specially trained to serve God. A Minister usually works in a church and tries to help people. Each week a Minister gives a sermon, speech about God, to the people who come to church, the congregation.
Ms. Waliya Carter Wynnewood Road Philadelphia, Pa. 19151	<u>Flight Attendant</u> The training of a Flight Attendant is very extensive. She must know all procedures in case of any kind of emergency, the operation of all equipment on the aircraft, and be a congenial hostess in order to make the passengers and crew comfortable. A Flight Attendant gets to travel to many places throughout the world.

Table 2 (continued)

Name and Address	Occupation
Dr. Hart M. Dixon 59th & Spruce Streets Philadelphia, Pa. 19139	<u>Dentist</u> A Dentist is a person who is specially trained in how to take care of teeth and mouth diseases. Everyone should visit the Dentist twice a year. Assisting Dr. Dixon is his Oral Hygienist, Mrs. Leaks, and Dental Assistant, Mrs. Lassier.
Mr. Ronald Heigler 1812 S. 22nd Street Philadelphia, Pa. 19145	<u>Electrician</u> An Electrician is a person who is specially trained in electricity. An electrician knows where to put wires and how to hook them up to make things work. No one should fix something electrical that is broken, but an electrician.
Ms. Deborah Hicks Samuel Daroff Elementary School 57th & Vine Streets Philadelphia, Pa. 19139	<u>Speech Therapist</u> A Speech Therapist is a person specially trained to help people who have difficulty with their speech, speaking. They train people how to speak more clearly.
Ms. Mona Kolsky Elementary World Affairs Council Wanamaker Department Store 13th & Chestnut Streets Philadelphia, Pa.	<u>Liaison Teacher</u> (for Elementary World Affairs Council) A Liaison Teacher for Elementary World Affairs travels to many schools to talk about people and customs of other countries. She sends pictures, books, and other materials for children to use in the classroom. Trips are scheduled by her to make all of this more meaningful and real.

Table 3

Richmond Area Participants Attending Fifth and Sixth Graders'
Career Day in May, 1976

Name and Address	Occupation
Dr. Edward Cooke Richmond Public Schools 301 N. 9th Street Richmond, Va. 23219	<u>Supervisor of Vocational Education</u> Vocational Education is school training that provides a student with practical experience in a special occupational field. For example, someone who wanted to be a hairdresser would learn by doing someone's hair in school.
Mr. Alga B. Evans, Sr. 2805 Rudwick Road Glen Allen, Virginia 23060	<u>Principal</u> The Principal is in charge of the school. A Principal was once a teacher. To be a Principal, a teacher has to take special courses and a special Principal's Test. A Principal has a very difficult job being in charge of everyone in the school.
Ms. LaVerne B. Fountain 2824 Hawthorne Avenue Richmond, Va. 23222	<u>Librarian</u> A Librarian is a person who works in a Library, a place where books are kept. The books are arranged in special order. These books may be borrowed by signing them out. A Library also has movies, filmstrips, tapes, and records.
Ms. Lorraine B. Johnson 3410 Garland Avenue Richmond, Va. 23222	<u>Dietitian</u> A Dietitian is a person who knows all about food and what foods are best for your body. In a school, the Dietitian plans balanced meals for the students. A balanced meal includes something from each of the four food groups.

Table 3 (continued)

Name and Address	Occupation
Dr. Miles J. Jones 468 E. Ladies Mile Road Richmond, Va. 23233	<u>Minister</u> A Minister is a person who is specially trained to serve God. A Minister usually works in a church and tries to help people. Each week a Minister gives a sermon, speech about God, to the people who come to church, the congregation.
Mr. James F. Painter Richmond Public Schools 301 N. 9th Street Richmond, Va. 23219	<u>Director of Personnel</u> A Personnel Supervisor is the person who talks to, or interviews, people who are looking for jobs. He decides whether or not a person is suited for a particular job. He wants everyone to be happy in their work.
Dr. H. B. Pinkney Richmond Public Schools 301 N. 9th Street Richmond, Va. 23219	<u>Supervisor for Instruction</u> A Supervisor for Instruction works at the Board of Education. This supervisory job is to make sure that teachers are teaching everything children need to learn. He also brings new ideas to the teachers.
Ms. Anna L. Taylor Route 1, Box 494 Mechanicsville, Va. 23111	<u>School Nurse</u> A Nurse is specially trained to know about the human body and how to take care of sick or injured people. In school, the Nurse is there to examine you and let your mother know if you need a doctor's attention.

Table 3 (Continued)

Name and Address	Occupation
Ms. Cheryl Tilley Richmond Public Schools 301 N. 9th Street Richmond, Va. 23219	<u>Career Education</u> At the Board of Education, there is a department of Career Education. The people in this department help teachers gather information on various jobs or careers in order to help their students prepare for their futures.
Ms. Jean H. Trimiew 2905 Second Avenue Richmond, Va.	<u>Secretary</u> A Secretary is a person who works in an office. Part of the job is to write letters, type, file, add up numbers, greet people, and use the telephone. A Secretary is very important to the boss.
Mr. James Franklin Defense General Supply Center Richmond, Va. 23297	<u>U.S.A. Recruiting</u>

In Philadelphia, thirteen professionals attended the First, Second, and Third Graders' Career Day in May, 1976 being supervised by Ms. Elaine T. Carty (see Table 1), and eight professionals attended the Third and Fourth Graders' Career Day in May, 1976 being supervised by Ms. Dale R. Hedgepeth (see Table 2). Eleven professionals attended the Fifth and Sixth Graders' Career Day in May, 1976 in Richmond being supervised by Ms. Jeanette Quinn (see Table 3).

As our Career Day participants so graciously contributed of themselves to broadening the scope of our children's knowledge, we left them with this closing thought--a quote from Richard Bach--which seemed so apropos of our educational endeavors:

We now have a reason to live--to learn, to discover, to be free!

Give me one chance, let me show you what I've found.

APPENDICES

276

306

APPENDIX A

PREPARATION FOR CAREER WORKSHOPS--
NOTICE TO PROSPECTIVE PARTICIPANTS

February, 1976

Dear _____,

I have planned a wonderful adventure for the children in my class but only YOU can make it a totally successful new experience for them. This will be a "Career Day" for my fourth graders at our Elementary School and will be held in May, 1976.

The day will be filled with workshops in different fields and you will be presenting a lesson to a small group of children about your vocation. The children will learn many new things they cannot learn from books or television and have a chance to see, hear, and work with professionals.

I will appreciate your filling out the enclosed form and mailing it to me in the envelope provided. Thank you for your cooperation and time. We are looking forward to seeing you and WE ARE DEPENDING ON YOU!

Sincerely,

_____, Teacher

2 enc.

PLEASE FILL OUT AND RETURN THIS PAGE
IN THE ENVELOPE PROVIDED

- ☐ Yes, I will be happy to attend your "Career Day" in May, 1976. Please indicate the date.
- ☐ No, I will not be able to attend your "Career Day" in May, 1976 but would like to visit your classroom at another time. Date suggested: _____.
- ☐ No, I am sorry, but I will not be able to join your class this year.

Signature

Please Print Name Here

Please Print Occupation Here

March, 1976

Dear _____,

Thank you for volunteering your time! We really appreciate it!

The following guidelines are suggested for your presentation. Would you:

1. Introduce yourself?
2. Wear the uniform used on the job if it is different from street clothing?
3. Bring any instruments or materials you use on the job, or have a demonstration using the instruments and materials or products of your job?
4. Bring any forms used on your job that the children can practice filling in?
5. Tell the children the schools you attended?
6. Tell how you came to choose this career?
7. Tell how you received your training? Was it in school or on the job?
8. Tell what you find most satisfying and frustrating about your job?
9. Tell where they can actually see people performing your job?
10. Be able to bring any audio-visual material which would help to create your job atmosphere in the classroom?

In order to organize properly for your workshop, it is necessary for us to know if you will be bringing any equipment or if it is necessary for us to provide it; therefore, would you please fill in and return the enclosed EQUIPMENT FORM before April, 1976?

I am also enclosing a CAREER DAY SCHEDULE. Please contact me if you have any questions. I can be reached at

Home: (Telephone No.) or School: (Telephone No.)

We are looking forward to seeing you!

Sincerely yours,

Fourth Grade Teacher

2 enc.

To culminate our education program for the year
YOU ARE CORDIALLY INVITED TO ATTEND A CAREER DAY

Presented by (Teacher)
and her fourth grade pupils

DATE: May, 1976

TIME: 9:00 a.m. to 1:45 p.m.

PLACE: ELEMENTARY SCHOOL
(Street Address)
(City, State, and Zip Code)

Below is a schedule of the day's events and an RSVP SLIP.
Please detach slip, fill in, and return in enclosed
envelope.

We look forward to your joining us!

SCHEDULE

9:00 - 9:30 Registration and Preparation
9:30 - 12:00 Workshops (each approximately 25
minutes)
12:00 - 1:00 Lunch
1:00 - 1:45 Program--"ACHIEVEMENT IS AMERICA"
TRIBUTE TO BICENTENNIAL
1776 - 1976

cut here

R.S.V.P. SLIP

I ☐ will attend your CAREER DAY in May, 1976.
I ☐ will not

Please Print Name

Please Print Name and Occupation

EQUIPMENT FORM

Please fill in and return in enclosed envelope.

_____ I do not need any equipment.

_____ I will bring the following equipment:

_____ I will need the following equipment:

_____ Chalkboard

_____ Flannel Board

_____ Filmstrip Projector

_____ Movie Projector

_____ Other _____

cut here -----

SCHEDULE FOR CAREER DAY

at

_____ ELEMENTARY SCHOOL

(Street Address)

(City, State, and Zip Code)

in

May, 1976

9:00 - 9:30 Registration and Preparation

9:30 - 12:00 Workshops (each approximately 25 minutes)

12:00 - 1:00 Lunch

1:00 - 1:45 Program--"ACHIEVEMENT IS AMERICA"

TRIBUTE TO BICENTENNIAL

1776 - 1976

April, 1976

Dear _____,

Consider this Bicentennial Pen as your "string-around-your finger" to remind you of the "Career Day" workshops at our school in May, 1976 from 9 a.m. to 1:45 p.m.

We are looking forward to seeing you then.

Sincerely,

Fourth Grade Teacher

Enc.

APPENDIX B

PREPARING THE SCHOOL FOR CAREER DAY

April, 1976

Dear _____,

We would appreciate your acknowledgment and permission for the use of the following rooms on Career Day in May, 1976.

1. Use of the Community Room, under the supervision of _____.
2. Use of the auditorium from 1:30 to 2:15 for our Bicentennial Presentation.
3. A registration sheet in the lobby for all guests and visitors.

Thanking you in advance, we are

Sincerely,

Teachers

An Invitation to the Staff

To culminate our education program for the year
YOU ARE CORDIALLY INVITED TO ATTEND A CAREER DAY

Presented by (Teacher)
and her fourth grade pupils

DATE: May, 1976

TIME: 9:00 a.m. to 2:15 p.m.

PLACE: ELEMENTARY SCHOOL
(Street Address)
(City, State, and Zip Code)

Below is a schedule of the day's events and an RSVP SLIP.
Please detach slip, fill in, and return in enclosed
envelope.

We look forward to your joining us!

SCHEDULE

9:00 - 9:30 Registration and Preparation
9:30 - 12:30 Workshops (each approximately 25
minutes)
12:30 - 1:00 Lunch
1:00 - 1:45 Program--"ACHIEVEMENT IS AMERICA"
TRIBUTE TO BICENTENNIAL
1776 - 1976

cut here -----

R.S.V.P. SLIP

I ^{will}
will not attend your CAREER DAY in May, 1976.

Please Print Name

Hall Bulletin Boards also announced the
coming of CAREER DAY.

APPENDIX C

PREPARING THE CHILD AND THE FAMILY
FOR CAREER DAY

CAREER DAY SCHEDULE

May, 1976

ELEMENTARY SCHOOLRoom:

9:00 - 9:30 Registration and Preparation

9:30 - 12:30 Career Day Workshops (each approximately
25 minutes)

12:30 - 1:30 Luncheon

1:30 - 2:15 Afternoon Theatre Party

Program: "ACHIEVEMENT IS AMERICA--

TRIBUTE TO THE BICENTENNIAL"

April, 1976

Dear Parents,

Your child's class is planning a CAREER DAY and we need your help. Would you be available the first Friday in May, 1976 from 9:00 a.m. to 2:00 p.m.?

We need you to assist a small group of children as they enter the Career areas.

If you can help us, please send back the bottom portion of this paper.

☐ Yes, I can help you.

☐ No, I am sorry.

Name _____

PARENT'S FORM

CHECK THE ANSWER THAT FITS.

Child's Name _____

1. Did _____ (Child) : ☐ Call
☐ Stop by
☐ Other (Specify:)

2. Was the child: ☐ Courteous
☐ Disrespectful
☐ Rude
☐ Confident
☐ Understandable
☐ Other (Specify:)

3. May your child have permission to attend
the Bicentennial Luncheon and Presentation?

☐ Yes
☐ No

Parent's Signature _____

April, 1976

Dear Parents,

May, 1976 is CAREER DAY. Your child will attend workshops presented by professionals in various occupations.

In keeping with the CAREER DAY theme, a Theatre Party is planned in the afternoon.

Please send your child dressed the following way:

IN THE MORNING (9:00 a.m. to 12:30 p.m.),
neat, pressed school clothes for the workshops.

IN THE AFTERNOON (1:30 p.m. to 2:45 p.m.),
Sunday dress clothes for the Theatre. Send the
afternoon clothes on a hanger with your child in
the morning with your child's name on them.

We appreciate your cooperation. If you have any
further questions, please contact me.

Sincerely,

_____, Teacher

Mrs. _____

You have been assigned to Group _____.

_____ is your student leader.

9:00 to 12:00 You are asked to stay with your Group as they go to each Career Area. Your duties are to:

1. Insure mature behavior and participation of the children in your group.
2. Aid the guest speaker, if necessary.
3. Help with the evaluation of the children.
4. Help the children follow their rosters properly.

12:00 to 1:00 Lunch time. You will be asked to do one of the following:

- _____ 1. Supervise the children during lunch and aid them in dressing for the theatre.
- _____ 2. Help set up the room for the theatre.
- _____ 3. Help with the guests' luncheon.

1:00 to 1:45 Program. You will be asked to position yourself in the auditorium.

**** THANK YOU! ****

COMPLETE CAREER DAY ROSTER

TIME:	9:30- 9:55	10:00- 10:25	10:30- 10:55	11:00- 11:25	11:30- 12:00
Area I	Gr. 1	Gr. 14	Gr. 13	Gr. 12	Gr. 11
Area II	Gr. 2	Gr. 1	Gr. 14	Gr. 13	Gr. 12
Area III	Gr. 3	Gr. 2	Gr. 1	Gr. 14	Gr. 13
Area IV	Gr. 4	Gr. 3	Gr. 2	Gr. 1	Gr. 14
Area V	Gr. 5	Gr. 4	Gr. 3	Gr. 2	Gr. 1
Area VI	Gr. 6	Gr. 5	Gr. 4	Gr. 3	Gr. 2
Area VII	Gr. 7	Gr. 6	Gr. 5	Gr. 4	Gr. 3
Area VIII	Gr. 8	Gr. 7	Gr. 6	Gr. 5	Gr. 4
Area IX	Gr. 9	Gr. 8	Gr. 7	Gr. 6	Gr. 5
Area X	Gr. 10	Gr. 9	Gr. 8	Gr. 7	Gr. 6
Area XI	Gr. 11	Gr. 10	Gr. 9	Gr. 8	Gr. 7
Area XII	Gr. 12	Gr. 11	Gr. 10	Gr. 9	Gr. 8
Area XIII	Gr. 13	Gr. 12	Gr. 11	Gr. 10	Gr. 9
Area XIV	Gr. 14	Gr. 13	Gr. 12	Gr. 11	Gr. 10

COMPLETE CAREER DAY ROSTER (continued)

TIME:	9:30-9:55	10:00-10:25	10:30-10:55	11:00-11:25	11:30-12:00
Group 1	Area I	Area II	Area III	Area IV	Area V
Group 2	Area II	Area III	Area IV	Area V	Area VI
Group 3	Area III	Area IV	Area V	Area VI	Area VII
Group 4	Area IV	Area V	Area VI	Area VII	Area VIII
Group 5	Area V	Area VI	Area VII	Area VIII	Area IX
Group 6	Area VI	Area VII	Area VIII	Area IX	Area X
Group 7	Area VII	Area VIII	Area IX	Area X	Area XI
Group 8	Area VIII	Area IX	Area X	Area XI	Area XII
Group 9	Area IX	Area X	Area XI	Area XII	Area XIII
Group 10	Area X	Area XI	Area XII	Area XIII	Area XIV

Evaluator's Name _____

Pupil's Name _____ Group _____

Items to be Observed	Good	Fair	Poor	Comments
Organization				
Behavior				
Cooperation with the group, adults, and instructor				
Participation in discussions				
Adequate attention span				
Interest toward group activity				
Followed directions				
Showed self-confidence				
Worked independently				

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296

327

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"Achievement Is America"--A Tribute to the Bicentennial.
A synchronized slide/tape presentation.

Slides of the materials in the Tri-Curriculum Learning
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